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ABSTRACT

GRADES OR AGES: Grades 1-8. SUBJECT MATTER: Developmental reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six chapters. It is offset printed and edition bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the reading program are outlined in the first chapter. A list of specific skills to be developed is included. Subsequent chapters discuss administrative aspects of organizing a program and describe activities. Activities described are related to specific skills, but not to grade or ability level. Several sample lesson plans are also included. INSTRUCTIONAL MATERIALS: Appendixes contain a short bibliography of teacher references and a list of materials and equipment. STUDENT ASSESSMENT: One chapter presents general guidelines for appropriate methods of evaluating students. An appendix contains a list of standardized reading tests and a list of publishers. (RT)

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Curriculum Guide
In Reading

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Grades 1-8

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Preface

This *Curriculum Guide in Reading: Developmental Reading, Grades 1-8* is one of three such guides published by the Office of the State Superintendent of Public Instruction, State of Indiana. This guide and the guide for Remedial Reading are new editions of guides originally published in 1965 and 1966. The *Curriculum Guide in Reading: Developmental Reading, Grades 7-12* has just recently been issued for the first time although it also is the culmination of the efforts of the State Reading Committees of 1965 and 1966.

Programs in reading in Indiana schools have been improving, but there is still room for further improvement. These guides are being issued in hopes that they will provide teachers and administrators with information and inspiration for the task. Additional help is available from the Division of Curriculum of the Office of the State Superintendent of Public Instruction through the consultants and other staff members listed on page 2 of this guide.

The second edition of this guide has been edited by John S. Hand, State English Consultant.

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Chapter One

Philosophy, Objectives, and Characteristics of a Good Reading Program

Philosophy

Learning to read is a continuous process beginning in the early years of a child's development and continuing throughout life. As a basic tool for learning, reading facilitates the ability of the individual to think, discriminate, reason, judge, evaluate and solve problems. Reading incorporates many interrelated skills; therefore, no single method of reading instruction should be advocated but every teacher of reading should seek the process which offers the greatest development of each child, according to the individual's unique nature and needs.

Knowledge of the interests, needs, and growth patterns of children is as important in the developmental reading program as an analysis of the reading process. The varied characteristics of each child determine the time that reading should begin, the methods to be used, and the materials needed for a flexible reading program. The key to a successful reading program is an enthusiastic and perceptive teacher. Numerous studies have indicated that the influence of the teacher is of greater importance than a particular method or special plan of organization.

The ultimate concern is that the potential of each individual be developed to the highest level of ability or expectancy. The desire to reach this potential must be instilled within the child at an early age so that reading becomes a vital force in the child's life. This makes clear the responsibility and the importance of the developmental reading program within a school system.

Objectives

The major objective of a developmental reading program is to teach the reading skills and develop the reading habits through which each child, according to ability, becomes a diversified and able reader. To fulfill this major responsibility, teachers at all levels should focus attention on the following specific objectives which are essential to an exemplary developmental reading program:

1. To help every child learn to read to the best of his ability.
2. To develop the pupil's reading habits and skills that will be necessary to open future educational doors.
3. To arouse within the student a desire to read a variety of materials.
4. To enable each child to make inferences, see cause and effect relationships, make judgments, and draw conclusions.
5. To add to the child's appreciation of his heritage through reading.
6. To provide the pupils with the knowledge to select materials that fulfill and satisfy personal needs.
7. To help the child become cognizant of the social, ethical, and spiritual values necessary for the maintenance of our society.
8. To provide the student with the necessary skills to cope with tomorrow's world.

Characteristics of a Good Reading Program

A good reading program includes systematic reading instruction, functional reading skills, and personal growth in reading.

Systematic Instruction. A definite, systematic, and sequentially developed program provides the child with basic skills. The program must be planned in light of the child's needs.

Reading development takes place as the child matures perceptually, experientially, mentally, and emotionally. Growth in reading should be considered part of the total growth pattern of the child.

The program should include consideration of the following readiness factors:

1. Mental development
   What is the child's mental age?
   What should be the expectation for the child in reading?
2. Physical development
   Will the child's physical maturity promote or impede his reading growth?
3. Language development
   What vocabulary does the child have?
   What are his sentence concepts?
   Does he use his vocabulary effectively?
4. Cultural development
   What are the conditions of the child's culture as related to reading?
   How has his culture formed his attitudes toward reading?
5. Perceptual development
   Does the child have accurate auditory perceptions?
   Does he have accurate visual perceptions?

A developmental program should include evaluation. Evaluation should be made in order to determine the needs of the child so that instruction is effective. It includes appraisal of readiness before beginning to read, before beginning each lesson, and before beginning each grade level. This evaluation is made by the teacher through observations, inventories, and analysis of test results.

Reading is an individual task. Since children vary in intelligence, general background, and rate of development, they have widely differentiated reading needs.

To meet these needs and enable all children to learn to read, the reading program should provide opportunities for the child to gain proficiency in all basic reading skills through adequate adjustment of methods of instruction, lesson organization, flexible class procedures, and the use of many and varied reading materials.

The complete task of reading is a large number of interrelated skills which develop over a period of years. As the child progresses through the stages of initial readiness, initial instruction, increased efficiency and range into the stage of refinement and adaptation, the sequential steps of the reading program should be made meaningful to him.

Reading is an activity which employs many skills. An effective reading program should develop the following skills:

1. *Word recognition*

   Major skills for development of independence in word recognition include:

   a. Recognizing whole words by sight
   b. Using context clues
   c. Analyzing words phonetically
   d. Using structural analysis
   e. Using the dictionary

2. *Comprehension*

   In order to develop power in reading for meaning there is need to build and maintain comprehension skills, such as:

   a. Reading to find the main idea
   b. Seeing the sequence of ideas
   c. Following directions
   d. Selecting significant details
   e. Answering questions
   f. Making summaries and outlines
   g. Organizing materials in classifications
   h. Determining cause-effect relationships
   i. Improving ability to predict outcome
   j. Developing ability to arrive at generalizations and conclusions
   k. Reading graphical and tabular materials
   l. Evaluating critically
   m. Developing skill in getting meaning from phrases
   n. Developing skill in getting meaning from sentences
   o. Developing skill in getting meaning from longer selections

3. *Study skills*

   For effective use of reading materials the reader needs basic study skills including:

   a. Finding pertinent information on a specified page
   b. Arranging words in alphabetical order
   c. Using the table of contents
   d. Using the index
   e. Finding key words
   f. Using non-reference books
   g. Using the dictionary and glossary
   h. Using reference books, encyclopedias, almanacs
   i. Locating materials in a library
   j. Interpreting punctuation marks, diacritical marks, symbols, and abbreviations
   k. Organizing and reporting information

In order that the child's needs and the reading skill-development program objectives are met, methods and materials of many types must be used. These methods and materials will need to be carefully chosen in light of the capabilities and development of children.

No one specific method is suitable for all children. Some approaches or methods are:

1. Basal Reading
2. Language Experience
3. Linguistic
4. Words in Color
5. Programmed
6. Television
7. Phonic
8. Individual
9. Multilevel Reading Instruction
10. Initial Teaching Alphabet

Many materials are needed to provide adequate use of the varied methods. Some of these are:

1. Basal readers
2. Graded supplementary readers
3. Appropriate trade books
4. Workbooks
5. Reading laboratories
6. Pacing machines
7. Skill building books

8. Wall charts
9. Flannelboards
10. Language development cards
11. Filmstrips
12. Films
13. Records

No one program is an end in itself. There is no best way to teach all children to read; but, regardless of the method or materials used, children should participate in a reading program that:

1. Provides systematic presentation of reading skills
2. Develops the child's interest
3. Encourages initiative
4. Promotes independence in reading
5. Develops good reading tastes and attitudes

Functional Reading Skills. A successful reading program should develop reading as a basic means of communication. Each class, whether it be in the area of language arts, social studies, science, mathematics or practical arts, demands something different of the child in terms of reading skills. Subject area skills, unique purposes for reading, and reading for personal purposes all need consideration if reading is to be useful to the child.

It is generally agreed that reading is the key to academic success. Integration of reading skills with the entire curriculum, then, is a must. Reading skills must be taught whenever and wherever reading is done—not just during a reading period. Designating each content area teacher as a teacher of reading means that he is to teach the basic reading skills needed in his subject area.

Since each content area requires specialized performances of the child, differentiated reading instruction is necessary. Instruction should be planned to improve the child's ability to acquire subject content independently. Each area of the curriculum has its unique challenges for the child in light of vocabulary load, concept development, and purposes for reading. No matter how materials are organized, they must be interureted meaningfully by the child. Thus, each field requires some basic instruction of its own such as symbols in mathematics; charts, maps, graphs, and tables in social studies; and formulas in science.

How can practical reading be made a part of the program? The child, the environment, and the pace of the school will, to a large extent, determine this; but the following are general suggestions:

1. Capitalize on classroom routine and the child's daily life
2. Relate activities to the life of the child
3. Plan work so practical results stem from planned units of work.

The child should be taught to adapt his reading skills to reading such materials as newspapers, recipes, assembling instructions, and traffic signals.

The aim of this part of the total reading program is to stimulate the child to *use* his reading skills for his own ends.

The child will achieve greater success in education when reading works for him. If this is to materialize, the special skills needed for success in each content area must be taught and exemplified through meaningful experiences or activities.

Personal Growth in Reading. Reading to develop skills and abilities is different from reading to expand interests and improve tastes. The building of interests and tastes is achieved mostly through independent personal reading. Thus, the child needs to be given opportunities to explore, discover, experience, and react to a variety of reading situations.

One of the general objectives of a good reading program is to help the child build a lasting interest in reading. Interest in reading grows from the activities and experiences of the child. Knowledge of a child's interests will help in developing a liking for reading as a voluntary, leisure-time activity.

Classrooms which have a variety of free reading materials and where books are considered of tremendous importance will help foster the child's personal growth.

The reading program should allow for free reading time in an environment conducive to a desire to read. Given this freedom, the child is more likely to build habits of independence and enjoyment of reading.

To motivate the child to read good literature, the reading program should provide opportunities to:

1. Create visualizations of scenes, characters, events, and incidents
2. Interpret figurative language

3. Create mental images stimulated by words
4. Recognize tone, mood, or feeling
5. Appreciate the beauty of words
6. Infer meanings
7. Read between the lines
8. Get the emotional tone of joy, anger, sorrow, or humor

Reading, then, must be "fun" for the child if he is to build lasting interests in reading. The program needs to provide successful reading experiences which are interesting, real, and convincing.

A wide and varied range of carefully selected materials is needed to provide for differences in attitudes, abilities, and interests.

To cultivate a genuine, lasting desire to read, the program should provide for:

1. Browsing time among a wide variety of books
2. Displays of books and book jackets
3. Oral excerpts from books
4. Free reading time
5. Encouragement of personal and classroom libraries
6. Correlation of reading with other classroom activities
7. Class or group discussions of books
8. Dramatization of stories

As the child reads for pleasure, learns to select his materials, and develops lasting tastes and interests, he learns much about the world around him.

As the child advances through his educational program, the reading curriculum should include systematic instruction in reading, functional reading skills, and personal growth in reading. Each stage has particular goals consistent with the general goals of building skills, deepening experiences, and developing interests and tastes. The task of bringing the child and the curriculum together is difficult but not unattainable; it is the challenge of teaching the child to read!

Chapter Two

Organizing a Total Reading Program

Coordination of Effort for a Successful Reading Program

An all-school, continuous developmental reading program requires cooperative effort on the part of all members of the staff, assisted by parents and resource agencies. Coordination of staff effort is necessary to insure that appropriate reading experiences are provided. Each member of the instructional staff must know where, how, and to what extent his efforts fit into the total developmental reading picture. Staff members must see clearly, not only their own roles, but also the relationships of their roles to those of others. Only by concerted team effort on the part of the entire staff can a developmental reading program become fully effective.

The Administrator. The administrator is a key person in helping staff members understand the need for a coordinated reading program and the role each person is to play. He encourages involvement of the teachers in planning, organizing, and evaluating reading instruction. The administrator is responsible for guiding staff members to see the need for working together as a team.

As coordinator of the reading program, the administrator must recognize the importance of reading; he must be knowledgeable regarding the nature of the reading process, the objectives of the reading program, and developments in reading instruction; he must remain convinced that every teacher in all subject areas should be a reading teacher. In implementing a developmental reading program, the administrator selects competent consultants and well qualified teachers, organizes the school program to provide time and other resources for effective reading instruction, creates a school climate conducive to learning, helps the staff build competencies in teaching reading by providing an effective in-service program, and establishes sound public relations.

The School Nurse and the Speech and Hearing Therapist. The school nurse and the speech and hearing therapist assist in the reading program by screening to detect physical defects, including visual and auditory abnormalities, and calling parents' attention to cases so that referral to proper medical authorities can be made. Up-to-date methods and equipment acceptable to the medical authorities should be used.

The school nurse shares with the guidance department and social service workers the responsibility for checking on excessive absence and health conditions which may interfere with growth in reading and, after consulting with the administrator, teachers, and parents, for securing special services that are needed.

Because of the relationship between hearing and reading, screening for possible hearing loss is very important. The school nurse or hearing therapist administers hearing tests and consults with the administration and parents relative to the referral of children for medical examination. In some school systems, therapists conduct classes in lip reading for pupils with severe hearing loss.

The speech therapist conducts speech correction classes for pupils who are handicapped in speech, including organic, articulatory, and voice defects and stuttering. The speech therapist assists teachers in planning speech improvement programs within the classroom. In special cases, the nurse and therapist plan with the administrator and parents for referral to clinics and specialists.

The Director of Guidance and Counselor. The director of guidance or full-time counselor has much responsibility for the improvement of reading. He assists in the testing program and informs teachers of the use that can be made of the results. Through counseling individual pupils, the guidance worker learns about conditions that may be causing reading difficulties and should be called to the attention of the administrator. The guidance department helps in scheduling remedial reading classes, up-dating the cumulative folder by providing additional data, coordinating conferences, and referring special cases to a specialist, psychiatrist, psychologist, or social worker.

The School Social Worker. The social worker assists the school by screening for the socially impoverished, whether the cause is finances, cultural deprivation, or parental inadequacy. Individual casework service is provided for children and their parents when the children evidence social and emotional problems that interfere with their school progress. The social worker, teachers, and other school personnel share information pertinent to the child's school adjustment in helping to evolve a plan of treatment. The social worker is responsible for referring children to community agencies for special services.

The School Psychologist. The school psychologist contributes to the reading program by helping the teacher understand the slow learner, the emotionally disturbed child, and the maladjusted child through information derived from individual psychometric tests and projective techniques. The case study presents information on the child's physical, mental, and emotional characteristics and suggests treatment and adaptations in the school's program to meet the child's needs. The school psychologist interprets the child's behavior and needs to the home to secure better understanding and cooperation. The psychologist may guide the referral of children with severe problems to outside agencies such as the reading clinic, the child-guidance clinic, or the learning-disabilities clinic. The school must work closely with the school psychologist and clinic in sharing information and providing effective remediation.

The Parent. A child's success in reading rests jointly with parents and teachers. While the teacher is responsible for the actual teaching of reading, the parent's attitude and guidance can help or hinder the child's progress. Parents can understand basic reading practices when guided by competent teachers and knowledgeable administrators. Therefore, continuously informing the parent concerning the total school reading program is essential.

Conferences. Individual parent-teacher conferences and/ or parent-teacher-pupil conferences permit parents and teachers to learn and share knowledge about the reading skills, capabilities, and problems of the child in the school and home. In such cooperative conferences, an interpretation of the total school reading program can be made as it relates to the individual child.

The practice of group conferences offers opportunity for parents to air questions about the reading program and mutual problems and to share suggestions as well as profit from the ideas of the professional educator. The shy, fearful parent may be more comfortable in such a conference.

Demonstrations. The use of a group of children to demonstrate materials and methods, followed by a question and answer period, never fails to interest parents. Such demonstrations may be conducted before an entire parent organization group or presented in separate classrooms.

Visitations. The support of a community for the reading program may be won by encouraging parents to make informal visits. On interested and/or concerned parent may learn much about his child and the teaching of reading through a series of visitations. A few guide lines for the observations, presented to the parent by an astute teacher, will enhance the value of the experience. Plans should be made by the teacher to talk with the parent at a specified time about the observations.

Study Groups. Parent-teacher study groups can bring about closer relationships and better understanding. Parents and teachers may meet periodically during the year and together study modern methods of teaching reading. A teacher or reading consultant may guide the study.

Parent study groups can effectively foster growth in basic understanding of what is involved in a total reading program. A series of meetings can profitably be devoted to study of child growth and development and their relationship to reading.

Films, Slides, Tapes, and Books. There are a number of films and filmstrips appropriate for parent study group meetings which, if carefully interpreted by a reading consultant or competent teacher, will assist parents in developing understandings.

Many school systems prepare slides showing children at various levels involved in aspects of the reading program. Such slides are then available for teachers to use with parents in study group meetings.

Recording reading lessons dealing with a specific skill for grades one through eight on tapes provides an overview of the sequence of growth and forms an excellent basis for discussion.

Bibliographies of books, which have been prepared specifically for parents, may be distributed. An exhibit of appropriate books for parents may be displayed and discussed with a parent-study group.

Special Speakers. A qualified speaker presenting current practices in teaching reading always interests parents. A time for questions and answers should always be provided.

Panel Discussions. Panel discussions provide an interesting means of informing parents. Panel members may be parents, teachers, special service personnel, and, at times, pupils.

Homework. Functional reading skills are reinforced when homework is reasonable, worthwhile, and suited to the capabilities of the child. Nothing sells the reading program to parents as does a child capably reading a science or social studies assignment or enjoying a good book.

Open House. Visiting the whole school is an educative experience for parents, especially when there are carefully organized materials and exhibits of children's work. By this means the development of a reading skill may be followed from readiness to functional mastery, grades one through eight.

Exhibits. Exhibits of children's work relating reading to the various curriculum areas, book reviews, and displays of books read by a class are a desirable means of informing parents throughout the year.

Television. Closed circuit television is an effective medium for educating parent groups concerning the fundamentals of a good reading program. Occasionally, commercial TV stations are willing to provide time as a public service for informing the community about such programs by presenting demonstrations, panel discussions and special speakers.

Bulletins, Pamphlets, Letters. School bulletins or letters may be used to inform parents. A series of bulletins may communicate the ways in which various areas of reading are taught and why they are so taught. Some school systems publish pamphlets which set forth the rationale of the reading program.

Newspapers. The classroom newspaper, as well as the school newspaper, can reveal what is happening in reading and related language arts areas in an individual classroom or school-wide project. Interpretive articles in local newspapers generate interest and serve as informative sources for school patrons and general public.

The Reading Specialist. The specific duties of the reading specialist depend upon the size and organizational structure of a particular school system. The number of people involved in providing such services may range from one person to several specialists in the case of larger school systems. In order that a school system may best use the services of its trained reading personnel, responsibilities should be clearly defined. The reader is referred to Bulletin 400, Indiana Teacher Training and Licensing Commission for licensing requirements.

Although there are many variations in the use of the reading specialist, certain common elements exist.

Planning for Instruction. The specialist aids the teacher in planning for classroom instruction through furnishing help in diagnosis of group and individual problems, abilities, achievement, and performance levels. This help may range from the recommendation of appropriate instruments to direct testing by the specialist of individuals or groups. The specialist recommends appropriate instructional materials, provides certain of these materials, aids in materials construction, and offers guidance in the evaluation of pupil progress.

In-Service Training. Responsibility for the demonstration of new materials and techniques and provision for an exchange of effective ideas and teaching methods must be assumed by the specialist. In addition, teachers new to the profession should receive regular help in adjusting to classroom demands.

Research and Experimentation. The reading specialist should be aware of experimental programs being attempted in other school systems. Experimentation within one's own system should be encouraged and facilitated by the specialist. When new methods are being tried, the specialist should work closely with the teachers involved to provide for the dissemination of appropriate information.

Evaluation. Evaluation of the total system-wide reading program is also a responsibility of the specialist. Hence, an appropriate testing program must be developed and implemented. In addition to aiding in the selection of the most applicable test instruments, the specialist must furnish leadership in utilizing test results in curriculum development. Care must be taken that evaluation goes beyond the realm of pure testing and interpretation of results. Teacher and administrator observations, appraisals, and attitudes must, of necessity, be carefully considered.

Materials Center. Teachers should have access to demonstration and display areas kept up to date by the specialist.

Parent Education. Leadership in the parent education program previously outlined is a duty of the reading specialist which vitally affects the success of the system-wide reading program.

The Classroom Teacher. The teacher is the keystone in organizing the total reading program for instruction. Persons qualified in the teaching of reading are needed to help pupils learn, but a successful reading program demands more than just certification and training. To teach effectively requires a broad understanding of society, past and present, and its influence and demands on methods and purposes of teaching and learning to read. The learner must be considered physically, psychologically, and socially and must be taught to think and to live. A knowledge of child development and the nature of the learning process itself is necessary to help pupils become readers. A teacher who reads and loves literature generates interest and appreciation in the students by sharing rich experiences in storytelling and reading aloud. The teacher reads with and to the pupils and creates an atmosphere in the classroom where reading is encouraged and appreciated. Experiences are provided so that children may discover the richness to be found in books and reading.

Reinforcing Reading Instruction Through Teaching of Content Areas

Instruction in the content areas offers much opportunity to develop, practice, reinforce, and maintain functional reading skills. The differing purposes for reading in the content areas may be used to develop differentiated skills in reading. Problems in reading in the content areas which teachers may need to consider in the development of reading skills are:

Technical vocabularies
Differing structures in the subject areas
Special devices for recording and conveying ideas: charts, maps, graphs, tables
Analyses which require critical reading and thinking
Experience of conditions of time and space
Use of research skills

Materials available to the adventuring teacher in each subject area to develop the pupil as a reader range through textbooks, tradebooks, reference works of all varieties, literature, films, recordings, telecasts, broadcasts, maps, charts, globes, current magazines, newspapers, and source materials such as original letters, logs, and diaries. Such teachers may use all subject areas to develop the entire range of reading skills, abilities, attitudes, and appreciations.

Vocabulary. The pupil's vocabulary is acquired throughout his life. This acquisition occurs at an accelerating rate. The maturing thought patterns of the child as he progresses from elementary grades through high school both require and provide more refined, specialized, and technical understanding and usage of words. Since the student should be taught specialized, technical vocabulary at the time he is going to use it rather than as an isolated assignment, the teacher of the subject areas, including the manual and fine arts, frequently finds himself in the position of reading teacher. The responsibility rests with the teacher of these areas to develop vocabulary with his class as it pertains specifically to the subject area.

The student meets three types of words in the content areas. First, words such as *stove* in home economics and *hammer* in industrial arts which are readily identifiable with concrete objects in one specific field give little difficulty to the average student. Second, the overlapping words which are a boon because, once they are learned, the student has increased his ability to understand in multiple subjects. The word *rhythm* is an example of a word with the same meaning in many areas. The third group, the polysemantic words, sound alike but have different meanings and sometimes different spellings. The *chord* of music is vital to the musician but is not related to the *cord* the student has used in scouting. To *baste* a hem while sewing is very different from *basting* a ham in the oven. A *line* of poetry is not the *line* of the artist nor the *line* of the mathematician nor yet the *line* of the dressmaker in the home economics department. The words, *plane/plain*, offering problems in both spelling and concept, are shared by several subject areas. While the social studies teacher is condemning *vice*, the industrial arts teacher is using the *vise*. It is little wonder that the child becomes confused.

All subject area contexts provide opportunities for the pupil's interesting encounter with new words. Such words should be experienced—heard, spoken, read, and written—within the context of the subject area. Refinement of the pupil's understanding and usage of the word may be accomplished through use of the dictionary and discussion of the word. Usage of the word, however, provides the confirmation required to make the word a permanent part of the pupil's serviceable vocabulary. Classroom reporting, discussions, conversations, and recitations provide opportunities for oral usage of the word. Labeling, chartmaking, recording, and writing reports and essays offer opportunity for the written usage which strengthens the possibility of permanent survival of the newly acquired word in the pupil's vocabulary.

Experience in Speaking and Listening. With the approach of an international society which may use the English language as its language, oral expression is becoming increasingly important for clear and accurate communication on all strata of society's endeavors. Likewise, with the advent of mass media which has erased geographical barriers and with increased population mobility, developing skills in listening has become a necessity.

Of importance to reading instruction is the knowledge that a pupil builds himself as he builds his language. Personality development and language development are inseparably interwoven. Listening skills are at the heart of the comprehension which is necessary for grasping the speaker's intent. A listener who can comprehend the speaker's meaning is better equipped to comprehend the writer's meaning as a reader. Standards should be set for various types of listening situations which are commensurate with the abilities of the pupils and appropriate to the specific type of content to be heard.

For effective speaking, pupils need to be freed of inhibitions to the extent that they can express themselves with ease and confidence. They must learn, under guidance, to discipline their use of language so that they use it suitably and meaningfully in all types of situations such as free conversation, planning activities, discussion, reporting, making an announcement, playing a part in a dramatic presentation, and functional and creative writing.

Skills in effective speaking are acquired much more efficiently when pupils talk about events that are interesting to them than when they are forced to speak about topics that are unreal and lacking in meaning. Paralleling this prerequisite for effective speaking, pupils also listen best when they have a real, significant purpose for listening. Interest and enthusiasm in listening are enhanced when the content is related to something in the pupil's daily lives. Opportunities for pupils to share real and vicarious experiences provide avenues for meaningful speaking-listening activities.

In a classroom where silence is always "golden" and where too great a value is placed on "quiet," basic human needs and abilities are sacrificed. In contrast, a classroom environment which permits each pupil frequent opportunities to speak with an audience-type atmosphere is one in which important emotional and intellectual development is taking place. Speaking strengthens the pupil's feeling of belonging. As he shares his experiences with a group that is listening, he becomes a part of the group. Speaking enables the pupil to find out more about himself. Likewise, the ability to listen creatively enables the pupil to synthesize information.

To think precisely, to speak fluently, clearly, and sequentially, and to listen creatively are the rewards of developing speaking-listening skills. Efficient speaking and listening skills contribute to the child's ability to read.

The Organization Skills of Reading. The structures of most subject areas, particularly the social studies and the sciences, lend themselves to the development of the organization skills of reading. These areas offer much opportunity for skimming to see which reading materials are pertinent to a current problem, for reading for main and supporting ideas and details, and for summarizing and generalizing. Older children learn the related language skills of notetaking and outlining in these contexts. The analysis of cause and effect relationships in the social studies strengthens a child's appreciation for sequence in reading and thinking, as do the pupil's planning, execution, and write-up of an experiment in science. Map, graph, and chart making in the social studies and experimenting in the sciences offer much opportunity for practice in reading and following directions as do the activities in the practical arts.

The Research Skills of Reading. Instruction in all subject areas gives teachers the opportunity to develop the simplest of the research skills, the use of dictionaries, tables of content, appendices, and indexes. The organization of each textbook provides opportunity to teach pupils to skim for information.

Most subject areas, particularly the social studies and the sciences, offer research problems in which practice in the more sophisticated research skills may occur: the use of encyclopedias and other reference books, the use of the library, and the card file.

The Critical Reading Skills. Practice in the critical reading skills can occur at any point in the curriculum at which reading is used to support analytic or reflective thought. Literature provides practice in the differentation between fact and fancy. The social studies offer practice in the differentiation between fact and opinion and the maturer skill of judgment. Social studies, science, mathematics, and composition lend opportunities to evaluate reasonableness and relevancy. Questions from any subject area may begin: Compare . . .; Contrast . . .; Trace . . .; Prove that . . .; What is implied here?

The Appreciation Skills of Reading. Greatest opportunities for developing the skills of reading appreciation occur in the study of literature. In this area, the reader learns to empathize with characters, sense the moods of humor through pathos, experience sensory impressions, and understand plot and action. Here, too, the reader learns to appreciate an author's skill in choice of words and sentence patterns which create aptness and beauty of language. Older students may extend their experiences with literature by reading the writing, biographies, or historical fiction apprpriate to the eras or events they are studying in various disciplines.

The Librarian. In a reading-centered school, the librarian plays a vital role. Duties of the librarian center around working with boys and girls, working with teachers, and organizing and running the library. Reading activities which the librarian guides to develop skills, tastes, and habits may occur in the central library, the school library, or the classroom library.

A skillful librarian, who is prepared in the principles of elementary education and library science, will plan activities so that many services are rendered. Activities may include telling stories, teaching the library skills, guiding reference reading, motivating recreational reading, providing guidance to readability levels and reading tastes, and helping extend interests. In addition to planning activities and serving as a resource person, the librarian selects, organizes, and evaluates reading materials.

The librarian should stimulate interest in reading through book talks in the classroom and assemblies, book displays, book fairs, writing contests, and oral and written reviews by children. The librarian can help develop library skills by giving groups of pupils instruction and practice in the use of the library. In guiding the selection and use of books, it is necessary for the librarian to become acquainted with individuals and class groups. The librarian may suggest visual aids and recordings as well as books. Individual assistance may be given by helping pupils chart the books they have read. Library clubs may be sponsored by the librarian.

The librarian, administrator, and classroom teacher need to work very closely together. The teacher supplies the librarian with information about the reading needs and abilities of the children and keeps the librarian informed regarding units. The teacher may invite the librarian to come into the classroom to show new books or magazines or to give book talks. The teacher should supplement the work of the librarian by recognizing what library skills are needed and providing appropriate activities to develop them.

The librarian should fill requests from the teacher for materials relating to particular topics and books suitable for individual pupils. As habits, needs, and interests of children are observed in the library, the librarian should communicate this information to the classroom teacher. In order to choose books for the library and classroom collections, the librarian should become familiar with all courses of study used in the schools.

The librarian may

Provide classroom teachers with lists of new books, including remarks regarding content, grade placement, and interest level.

Make suggestions for books on the teaching of reading.

Participate in in-service meetings, parent-teacher study groups, staff meetings, and conferences.

Provide publicity for the library program.

Serve as a resource person for staff personnel in their studies.

Help set up problem-solving experiences for children related both to the library and classroom.

It is the responsibility of the administrator to guide the staff in developing plans to make full use of library facilities and librarians' services. The administrator helps his staff to recognize the instructional values of the classroom library, school library, and central library. It is important for the administrator to be cognizant of the activities of the librarian so that he may assist his staff in profitably using the librarian as a resource person. Under skillful administrative leadership, the librarian can serve as an important person in furthering the educational aims of the school.

The Use of the Cumulative Folder. Previous records of a student are indispensable to the teacher of reading as he proceeds to guide each student in a reading program. The cumulative record is not only a means of studying the individual child but also a result of such a study. Indeed, the cumulative record is used as a guidance tool. An inventory of its contents is a prerequisite to the teacher's initiation of the reading program.

Primarily the data to be found in the cumulative record should give a comprehensive picture of the child's past school experiences. The reading teacher should be particularly cognizant of such general information as

Scholastic data
Standardized test data
Health records
Psychological data
Pertinent anecdotal records
Records of absence, tardiness, and disciplinary cases
Interest questionnaires
Family data
Records of school and recreational reading
Outstanding examples of creative work

In addition, the cumulative folder should contain the student's specific skills within the content of reading. A profile chart outlining the student's ability to use oral and silent reading skills would serve to acquaint the teacher with the student's abilities and/or disabilities. (The name and series of the reader the child previously used, including the page on which he was last reading, should be included on the profile chart.)

From a dignostic and evaluative appraisal of the materials found in the cumulative folder the reading teacher receives guidance for the choice of procedures and materials in designing a functional reading program.

Understanding each student is the constant responsibility of the teacher of reading. The wise teacher adds to the cumulative record his observations and other data since he realizes how essential these records are in gaining the insight necessary to provide truly effective reading instruction.

School Facilities Which Enrich the Reading Program

The Learning Laboratory. Many students are mature enough to seek learning situations independently when given the proper motivation. A recognition of these students and a willingness to help them gain this independence should result in the learning laboratory becoming a vital part of the schools in the years to come.

Tools, such as reading accelerators, tachistoscopes, metronoscopes, film projection devices, reading laboratories, and other self-teaching and self-appraising materials, should be placed in the learning laboratory. Recordings, filmstrips, and tape recorders help develop reading skills and encourage a taste for literature and the world of reading. Maps, charts, schedules, notices, and other materials which must be read in our society may be placed in this center.

Soundproof booths are beneficial for such a laboratory in order that students may work on some projects quietly and without interruption. Carrels and conference cubicles provide space for pupils to work singly or in small groups.

The learning laboratory should be under the direction of a competent teacher with assistance from other teachers and teacher aides. Teachers in various subject areas may meet with students by appointment to offer additional help.

The School Library. The ideal school library is a large attractive room with good lighting. It houses card catalogs, reference material, and a wide range of reading materials to meet the interest and ability levels of the children. It contains different sized tables and chairs, a reading "nook" or corner, bulletin boards for colorful book jackets, posters, and notices, and attractive book displays. The library shuld provide adequate work and office space for the librarian.

The library best serves its purpose when it provides a quiet, comfortable place where pupils may come individually or in small or large groups to find books for enrichment, independent practice, research, and recreational reading. The library atmosphere should be conducive to building lasting library habits.

The Book Room. A book room where teachers may select sets of books—basal readers, supplementary readers, tradebooks, magazines—for use in group instruction within their reading classes is an excellent resource for the reading program.

Visual Aids and Reading. Unlimited opportunity for enrichment arises through the planned and correlated use of films, filmstrips, tape recorders, tapes, projectors, pictures, charts, maps and globes. There is no one way to use any of these media, and the resourceful teacher is encouraged to be creative in developing new and imaginative ways of using the resources at hand.

Previewing materials, analyzing the teaching potentials, and recording descriptive and evaluative data are essential for effective use of audio-visual materials. Many forms have been designed for this purpose but perhaps the most valuable would be one the teacher has designed and found useful.

The learning laboratory, the project and material center, the book room, workshops, and library could be one unit or a coordinated area under the direction of a skillful teacher who has specialized in reading and library science. It should be kept in mind that the effectiveness of the learning centers will be commensurate with the excellence of instruction and guidance of their use.

Administrative Plans for Improving Reading Instruction

Many plans are available for the administrator to use in setting up situations for the improvement of reading instruction. An administrator may choose one or more plans for the system as a whole, discuss their merits with the staff, and permit principals and teachers working together to choose the plan which best fits the needs of pupils in a particular situation.

Homogeneous Grouping. Two types of grouping associated with the effort to produce homogeneity in a school are ability grouping and achievement grouping. In ability grouping there is a prediction of the performance based upon the ability of the pupil. The mental age and the IQ of the pupil determine the assignment to a group. In achievement grouping there is also a prediction of performance, but it is based upon prior demonstrated performance involving the use of achievement tests, teacher judgment, and teacher marks.

Achieving homogeneity is complicated by two basic facts. One is that many children of high ability are underachievers. The second great difficulty is inherent in achievement grouping since there is an uneven front in the different achievement areas found in almost every pupil. Thus a pupil high in the reading skills may be almost a remedial problem in mathematics.

In the elementary school, however, the teacher attempts to group pupils of a particular grade level in two or three groups according to needs, ability, and achievement. The groups are not static, and a pupil's performance in the reading skills and tasks determine his movement from group to group.

One all-school plan in current use groups pupils for reading according to reading level instead of by grade levels or by groups within the grade level. For a stated hour of each day the entire school has reading. Each pupil moves to the room assigned for instruction at his reading level, placement having been determined by tests.

Graded and Non-Graded Systems. Graded systems are most familiar to teachers and administrators. Under this system, pupils must complete certain units of work which measure up to defined standards. These pupils are then promoted at a certain time to a level which is one step higher than previously attained. Those who cannot meet promotion requirements are required to repeat the grade. As educators increase in knowledge of child growth and development, the fact is established that pre-determined rigid standards do not fit the needs of maturing individuals.

This contradiction between human development and rigid patterns of graduation of curricula has led many educators to seek various ways of changing this organization. One way in which many educators have sought to reorganize is by using the *non-graded system.* Basically, this non-graded structure seeks to remove grades as a measure of promotion. Children progress at different rates. Some children will progress in reading as far in two years as others do in three or four. Many schools are non-graded only in reading, others in reading and arithmetic. Some schools avoid the levels plan through multi-grade grouping plans. Unfortunately, there have been few efforts to research and report effectively and objectively the non-graded school.

The Multi-Period Class. Multi-period scheduling in the junior high school is a method of organization which permits one teacher to work with the same group of pupils for more than one period per day and to be responsible for their learning activities in more than one subject. Such a plan reduces the teacher's pupil load numerically and offers the less mature junior high school pupil the security of greater personal identification with fewer teachers.

Within a schedule which combines one or two periods of language arts with one period of social studies, skills and abilities developed in reading and language may be confirmed through practice in the context of the social studies.

The multi-period class may be utilized for a core approach in which the study of a problem from the humanities leads the pupils into the contexts of both the language arts and the social studies.

Team Teaching. Team teaching is an organizational arrangement of teachers, pupils, and content in which two or more teachers are jointly responsible for the direction of the learning activities of two or more groups of children. The use of presentations to the large group, followed by small group discussions, applications, practice, remediation, or other appropriate activity permits the use of the strengths of each member of the teaching team. Also, multi-grouping systems are possible under a team plan; that is, a pupil may work with an above average reading group, an average science or social studies group, and a remdial math group. This system of multigrouping permits the child to receive instruction tailored to his needs in each subject area.

Approaches to Teaching Reading

The strength of a reading program lies in the variety of approaches employed in the teaching of reading. It is necessary to employ different approaches in accordance with the differing purposes of the teacher and the changing purposes for reading among elementary school pupils. In the modern reading program, reading is considered a functional skill; therefore, the way the reading is to be used will determine partly how it is done. It is increasingly apparent that the best teachers use a combination of methods with emphasis upon the whole word in a context of thought units.

The Basal Reader Approach. The basal reader plan when adopted by a total school system insures continuity of growth in reading skills and abilities for children by means of the structure of the materials. A recommended sequential development of word recognition skills helps pupils progress from the reading of material with a small controlled vocabulary to material with more and longer words and new and unfamiliar meaning. The basal reader provides a graded series of reading materials to help pupils achieve growth in reading skills and abilities. The graduation of the reading materials usually takes the following form:

Use of short, simple sentences with a small unmber of words
Gradual introduction of new words and longer words
Lengthening of line containing one sentence
Introduction of broken lines
Introduction of "said" phrases and other complex sentences
Use of longer paragraphs
Presentation of unfamiliar concepts
Presentation of different styles of writing

A variety of recreational and work-type reading activities is suggested in basal readers and teachers' manuals which accompany the readers. These suggested activities are designed to equip pupils with a number of important reading abilities. These abilities are to read and follow directions, to obtain a general impression from reading, to skim for specific facts, to answer questions by reading, to obtain pleasure from reading, and to give pleasure to others by reading aloud.

In addition to a suggested program for developing word recognition skills and a variety of important reading abilities, the basal reader makes readily available to the teacher a worthwhile content of ideas which are inspirational, character-building, and designed to extend the background of general and specific information of pupils.

The Unit Approach. The unit approach to the teaching of reading may, in practice, receive a narrow or broad application. Stories in basal readers are grouped on a unit basis according to themes. Similar themes and therefore similar units of stories are found in a number of basal readers although stories will not often be duplicated. The common and recurring themes for units include pioneer life, science and invention, bravery and heroism, famous personalities in history, life in other countries, and modern life and times. Because all basal readers may be counted upon to use some of these themes for selecting and grouping stories, the teacher and pupils may seek out stories on the same theme in a number of readers. In this way, many other graded materials may be provided for a purposeful reading experience.

A broader application of the unit approach to reading occurs when the unit topic is selected from a curriculum area other than the language arts. The topic of a unit may be derived from the social studies, science, health and safety, art and music, or mathematics fields. Pupils plan their investigation with their teacher, outlining various points of the topic to be studied. Teacher and pupils suggest kinds of printed materials which may be collected and read. This type *of unit approach* insures the reading of a wide variety of materials, including basal readers, textbooks in several areas, atlases, almanacs, encyclopedias, newspapers, and periodicals. The unit research and reporting method is hightly recommended for the independent reader and worker. It is most often recommended for that portion of a class which is capable of independent interest and action in the language arts field. Pupils who are not resourceful in ferreting out materials and skimming them for pertinent information need to do most of their reading in a more limited situation.

Pupils who have been reading in order to develop a unit of information report to the teacher and other class members by means of maps, charts, murals, and models which they have made, as well as by means of verbal media such as talks, written reports, and dramatizations. When the teacher meets with groups reading on a unit plan, there is an opportunity to check on some of the larger abilities in reading such as the ability to read for the main idea or general impression, the ability to read and record specific details, and the ability to survey and skim materials rapidly.

With the publication of enrichment readers at the different primary levels, it is possible to begin unit reading on a modified scale in the very earliest stages of reading instruction. The existence of numerous basal reading series means that sixteen or more pre-primers may be made available to a class to strengthen word recognition skills and build pupils' interest in reading and their confidence in their own ability to read. In addition to basal reading materials on the market, various companies now publish easy-to-read books with small vocabulary loads of 220 words or less. Not all of these books are story books. An increasing number of these books develop science and social studies topics in an attractive and easy-to-understand manner.

Individualized Reading. In an individualized reading program pupils make their own choices of reading material and, as they proceed with their reading, must assume self-direction and develop the ability to work independently. In the individualized reading program the teacher must find time for individual conferences of three to ten minutes during which work may be done upon some skill the pupil needs strengthened. Group instruction is also possible in this program whenever there is a need to develop the same reading skills with several pupils, when several pupils have read the same story, or whenever several pupils want to share their reading experience with the whole class.

Intensive Phonics. Phonetic analysis provides pupils with the skill of pronouncing words not known as sight words through the use of sounds of letters or phonograms. The use of phonic keys or the phonics method is but one part of the skill of word analysis and word recognition in learning to read. Identifying new words and recognizing familiar and partly known words are integral parts of instruction in the primary grades. In intermediate grades, pupils need skill in attacking a wider variety of words, and the need may persist as pupils meet unknown words at higher levels of learning. Instruction in phonics must be differentiated according to needs of pupils and their ability to hear and see similar speech sounds. Phonetic analysis is a valuable tool when closely allied with word meaning and comprehension of context.

The alphabet or ABC method was one of the first used to teach children to read and write. Authorities indicate it was used from the time of the Greeks and Romans until recent decades as a method in beginning reading. Many articles appear again today in which any inability to read is blamed on the fact that the alphabet is not taught as soon as the first-grader enters school. The alphabet method has gained favor in a few instances among some book companies.

The ABC method is a highly mechanical method. The child is required to learn the alphabet first, followed by syllables and words. Then the children go on to words, sentences, and stories. Most reading authorities seem to agree that, although the naming of the letters in the alphabet has value when the pupil begins spelling and using the dictionary, it is not too helpful to have letters named in words in context in the early stages of reading.

Revised Alphabets (ITA and UNIFON). Since English is not a purely phonetic language, much confusion exists between the sound and the spelling of English words. In attempts to reduce this confusion, synthetic alphabets have recently been introduced experimentally for use in early reading instruction. A one-to-one correspondence between speech sound and written symbol permits each symbol to stand for the same sound each time it is read; also, the same symbol may be written each time a sound is heard. The pupil's freedom to *write* simultaneously with his earliest reading experiences is one of the greatest assets offered by the synthetic alphabets.

Linguistic Approaches. The recent interest in the application of linguistic principles in the teaching of reading have resulted in a number of experimental programs and sets of materials.

Language Experience Approach. Reading materials composed by the students provide good language experiences for pupils beginning in the readiness period and extending upward into the intermediate levels of instruction. In the earliest use of these materials, little stories are frequently centered around an activity in which all the pupils in the class have participated. Pupils suggest ideas and help in the phrasing of the short sentences which the teacher prints on chalkboard or chart paper. Since the pupils have assisted in the composition of the context, they are able to read what has been written with some prompting by the teacher. In this manner, the personal experiences of pupils are tied to reading activities, and interest in reading is stimulated and maintained.

Informational charts containing directions for care of the room and names of classroom and the hall, standards for work habits, and other instructions for pupils may also be prepared by the teacher. Both types of teacher-written materials present sight words and other simple vocabulary in a context of meaningful phrases or sentences. Such materials are frequently referred to as experience materials, and the reading of these materials by pupils experience reading. Experience reading may be used as a single approach to reading, but it is more often used as an initial step and then as reinforcement in other types of reading programs.

Experience materials evolve from oral discussion, and this constitutes one of the major values of the activity. Preparation for the cooperative writing of the experience materials is an excellent opportunity for oral language. Teacher and pupils plan what they wish to say and the teacher records it. The most frequently used words in both speaking and writing will necessarily appear in experience materials. These so-called service words largely make up the sight vocabularly pupils learn first in any reading program.

There are a number of programed reading programs commercially available, but considering the size and range of reading in the curriculum, these are relatively few. Desirable programed materials have sequential subject matter which is broken into small bits which require student response and an immediate feedback. The rate may be controlled by the student. The learning goals and grade levels are specific. Teachers should welcome these new materials as *PART* of their reading instruction procedures, but they might do well to evaluate the material as to quality, curriculum coverage, and suitable grade level.

Facilities for Reading Instructions

Arrangement. The arrangement of the furniture can contribute much to the learning atmosphere in the classroom. In arranging pupils' desks or tables and chairs, consideration should be given to compactness, traffic patterns, informality, provision for eye contact, work groups, spaces for interest centers, inter-relationships among pupils, and good lighting.

Interest Centers. A stimulating environment is essential to a reading program. Books, pamphlets, exhibits, and materials which pupils are free to look at, talk about, and manipulate, contribute a great deal to the understandings, background, and attitudes which comprise the pupils' readiness to read. Interest centers in the classroom serve as extensions of the various subject areas. Limited space may make it necessary to alternate some centers throughout the year.

A science center might include a bulletin board or chart to list the problems being motivated by the center, a table for display of related materials for pupils to see and to handle, books containing information about objects on the table, and a place for experimenting.

An arithmetic center should contain the manipulative materials used in arithmetic discovery and exploration such as games, special books, and directions for using the materials.

A social studies center includes globes, maps, exhibit tables, work tables, and reference books which change as the unit changes.

A creative writing center provides writing materials, a desk and chair, pictures, and motivating devices encouraging writing. Dictionaries and other word helps should be available.

Bulletin Boards. The bulletin boards in a classroom reflect something of the philosophy of learning which prevails in the room; they have a definite educational function. They are areas which permit the visual display of examples of pupil's work, pictures, clippings, posters, and creative learning materials. Generally speaking, bulletin boards should be planned cooperatively by teacher and pupils and should be organized informally to

1. Provide for stimulating room atmosphere
2. Create a readiness for study of new units of work
3. Serve as an outlet for the talents of the pupils
4. Get and hold attention through use of titles and captions.

Feltboards. The use of the feltboard is limited only by the imagination and skill of the teacher. Feltboards are valuable in vocabulary development and in developing ideas of size and proportion. Elementary teachers use them for dramatizing or hightlighting storytelling, developing concepts, and presenting facts.

Chalkboards. The chalkboard is possibly the most widely used of all teaching tools. Planned use makes the chalkboard an effective communicative device for reading instruction. Effective chalkboard techniques are many because of the flexibility of the chalkboard as a teaching aid. During reading, the chalkboard may be used

To illustrate facts, ideas, and processes;

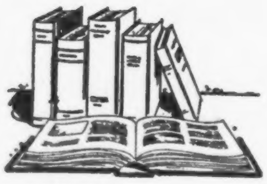
To present new words, terms, definitions, rules and outlines;

To provide student demonstration and practice; and

To record assignments, questions, and quizzes.

Work Plans. The classroom arrangement should make provision for recording work plans on chalkboard or chart as they develop through teacher-pupil planning. The cooperatively developed plan provides guidance to the pupil for his class work and homework. A good work plan provides guidance during the evaluation period. The development of the good work plan, or assignment, is a cooperative activity involving mutual understanding, interest, and planning between the teacher and the pupil. The assignments of work are made by the pupils as well as the teacher. During the development of the work plan, pupils should experience opportunities to think, to express themselves, to attack problems, and to make intelligent choices. The ideal assignment involves a variety of purposeful activities which require reflective thinking.

Classroom Libraries. The favorite setting for a classroom library seems to be one corner of the room. Around the wall may be low shelves filled with books and a table surrounded by chairs. A small table or pupil's desk may be used for library card files. In another space there may be magazines and pictures pertaining to a special center of interest. Books should cover a wide range of reading interests: stories of animal life, adventure, history, travel, and poetry. The teacher should be certain to include in her classroom library materials that represent several different levels of reading difficulty, making it possible to provide reading to meet the individual needs of all children in the class. The library should be kept attractive and up-to-date to serve the needs of the pupils.



Chapter Three

Organizing for Classroom Instruction

A comprehensive language arts program will include activities to develop skill in listening, speaking, reading, and writing. While recognizing the interrelatedness of these skills, this chapter is concerned with organizational arrangements to facilitate the development of reading skills only.

Learning to read is a very complex process. Giving instruction in the reading process is equally complex. The reading program in any classroom should seek to maintain a balance among the many aspects of the teaching of reading, namely, the directed reading lesson, the development of word recognition, comprehension, and work-study skills, the teaching of reading in the content areas, and the extension of reading interests and tastes.

A Directed Reading Lesson

The directed reading lesson constitutes the central core of the reading program. Throughout the elementary grades children need the guidance provided by a directed reading lesson in order to grow and mature in their reading skills. While the implementation of a directed reading lesson is varied according to pupil needs, grade level, institutional level, and the type of material used, the basic procedure remains the same. The steps used in a directed reading lesson are outlined below.

Planning. Prior to meeting with the reading group, the teacher must do much pre-planning (1) to identify concepts to be developed, (2) to formulate questions to be raised, (3) to note skills to be taught, and (4) to plan follow-up activities. The teacher's manual is invaluable in helping with this planning.

Introduction. As soon as the reading group has been assembled, readiness for the specific reading to be done must be developed. Discussion to develop this readiness includes the explanation of new concepts and the presentation of new or difficult words that will be encountered in the selection. This discussion should result in the arousal of interest and desire to do the reading.

Because the early stages of reading instruction are primarily concerned with word recognition techniques, most of the concepts found in the first grade basal readers are already familiar to the children and will need a minimum of concept development. However, the teacher cannot assume this to be true. He must ascertain whether or not the concepts found in the story are within the experiences of the children. This can be done with one or two questions; then the concepts should be developed as the need indicates.

By the time a pupil has reached a 3^1 instructional reading level, most word recognition techniques have been mastered. At this point a gradual expansion of concept development is apparent in the basal readers. Now the concentration is on reading to learn rather than learning to read. Thus, during the introduction period, time is devoted to developing ideas and concepts which are foreign to the student's past experiences.

Guided Silent Reading. As an outgrowth of the introduction step, a purpose for *silent* reading is presented in the form of a question. Generally the teacher directs the children to read a specified amount to find the answer to a factual question. During this time the teacher is busy observing children as they read silently noting faulty habits, identifying word recognition problems, and giving help when needed. Immediately following this first reading, a few questions are asked to check silent reading comprehension. Questions should vary in type in order to elicit the factual, inferential, vocabulary, and organizational information and understanding absorbed by the children. Immediately following this comprehension check, the teacher moves into the third step, oral rereading.

During this silent reading, very close supervision using small portions of reading material is required for youngsters reading first or second grade materials. It is recommended that these children meet with the teacher twice a day for approximately twenty minutes each time. One time should be for a directed reading lesson and the second time may be either another directed reading lesson or some other directed reading activity which meets the needs of the children, such as training in auditory perception, visual discrimination, structural or phonic analysis, and/or sight vocabulary drill or guidance in written reading activities.

By the time a pupil has reached a 3^1 instructional reading level, longer sections are assigned for silent reading; and it may not be crucial that the teacher devote her time to observing the pupils as they read silently. During the discussion following silent reading, greater emphasis is put on interpreting the author's purpose, perceiving relationships, drawing logical conclusions, and identifying absurdities.

Purposeful Oral Rereading. At this time all the children are asked to find in the section which has just been read silently the part that answers a question posed by the teacher or brought up by a pupil. Then one child is chosen to read the part aloud. Following this pattern, selected portions are read aloud. Again, the questions should be of all types: fact, inference, vocabulary, and organization. In this way the teacher checks both comprehension and word recognition skills. It is essential that the oral rereading follow directly after the silent reading and not be delayed until a subsequent reading period.

There are several reasons for using this procedure instead of oral rereading by successive members of the group. First, every child is stimulated to find the answer to each question rather than to pay little or no attention until it is almost his turn to read. Secondly, by having the child find the part that answers a question, his comprehension is evaluated as well as his word recognition skills. Finally, the teacher has greater flexibility in matching the difficulty of the questions and the length of the oral passages with the needs and abilities of the children.

For youngsters whose instructional level is 3^1 and above it may not be necessary during oral rereading to hear every child every day nor to have every page of a story read nor to read every story. The purpose for the oral rereading and the needs of the children will determine how much rereading will be done. It is well to keep in mind that oral rereading, when using the format outlined above, is a valuable diagnostic tool for checking comprehension as well as word recognition skills.

It should be noted that the basic procedure of a directed reading lesson is useful with a variety of materials. Whether using the conventional basal reader, the language experience story, i/t/a books, or individual trade books, the directed reading lesson becomes both a teaching and a diagnostic tool which permits the teacher to extend reading competence and to evaluate pupil progress.

A second aspect of the reading program, the development of word recognition, comprehension, and work-study skills, has been covered in Chapter IV.

Reading in the Content Areas

Reading in the content areas requires special skills and abilities; therefore, the elementary teacher should provide activities that will promote growth and understanding in the use of these skills.

Plan activities that will enable pupils to

1. Use books more effectively
2. Locate sources of information
3. Apply knowledge of basic and specific reading skills
4. Organize and use information
5. Develop a desire to read for information and pleasure.

Use Books More Effectively.

1. Have children tell what the title of a book means. Compare the title with other titles in a subject area. Use the title as a clue to the contents of the book.
2. Read the table of contents to sense the organization of a book (topical or unit organization, historical sequence, important people, events).
3. Read the preface to get hints that will help in the use of a book.
4. Survey a book to find how the chapters are organized. (main titles, sub titles, side headings, guide questions,

summaries, word study sections, footnotes, evaluation at the end of the chapter) Plan lessons which call for the use of these aids.

5. Survey a book to find how new words and concepts are used and the frequency of their use. Determine if new words are found in a special section with a definition in parenthesis or found with reference glossaries and dictionaries.
6. Use glossary, index, and other special sections in a book that will aid study of the contents.
7. Use the index to find specific topics, subtopics, and cross references.
8. Note an author's clues to important statements (italics, underlining, signal words, questions at the end of the chapter, summaries).

Locate Sources of Information.

1. Give the pupils a problem to solve which requires the use of materials other than the text book.
2. Have available in the classroom books, dictionaries, encyclopedias, magazines, pamphlets, newspapers, charts, models, slides, and other concrete aids that can be used as aids in solving a problem.
3. Introduce children to the library and the use of the card catalogue, periodical index, almanac, biographical dictionaries, atlases, and books devoted to specific subjects.
4. Provide activities which require students to find out what to expect from each source and how to select the best source to solve a problem.
5. Plan activities which require the use of sources found in the home and community (television guides, newspapers, magazines, signs, posters and other types of advertisements).
6. Have children compare several sources to determine the facts given, points of view, and elements thought to be significant.
7. Review skills—alphabetizing, skimming, use of the card catalogue, key words in topics and subtopics, use of signal words and use of the index.
8. Plan activities that require different rates of reading for different purposes.

Apply Knowledge of Basic and Specific Reading Skills

1. Use basic knowledge of all word attack skills
2. Use context clues as an aid to meaning
3. Use knowledge of multiple meanings of words
4. Read for details
5. Read for the main idea
6. Relate details to the main idea
7. Read in Social Studies materials to
   a. Understand new and technical concepts
   b. Recognize thought patterns
   c. Determine sequence
   d. Infer meaning and make generalizations
   e. Evaluate and make judgments
   f. Note cause and effect
   g. Compare and contrast
   h. Distinguish between relevant and irrevelant factors
   i. Recognize the difference between facts and opinion
   j. Learn how to adjust rate to suit a purpose
   k. Learn how to adjust mind-set to frequent changes in topics and ideas
   l. Follow directions in the interpretations of maps, charts, graphs, time lines, etc.
8. Read in Science materials to
   a. Understand technical vocabulary and new concepts
   b. Follow directions
   c. Identify relationships
   d. Form generalizations
   e. Determine steps in an experiment
   f. Collect evidence
   g. Weigh facts
   h. Determine a problem
9. Read in Mathematics materials to
   a. Understand technical vocabulary and new concepts
   b. Understand familiar words used in a new way (feet, yards, etc.)
   c. Understand new processes and procedures
   d. Follow directions
   e. Interpret symbols
   f. Identify relationships
   g. Note details

   h. Determine the significant facts
   i. Determine the sequence of events in a problem

Organize and Use Information.

1. In Social Studies have children take notes as they read. Determine the important facts in a paragraph.
2. Let children write a sentence which summarizes a paragraph.
3. Plan exercises in which children write the details that go with a summary sentence.
4. Let children organize notes under main headings and subheadings as an aid to study.
5. Let children make an outline to structure a written or an oral report.
6. Let children make notes of all the personalities, significant events, and dates in a Social Studies lesson.
7. Let children determine the best organization for study of certain materials.
8. Let children organize materials for notebooks, bulletin boards, oral and written reports, panel discussions, and debates.
9. Give children guide questions to use as they write reports for oral discussions.
10. Let children make vocabulary cards for the new words in each of the content areas.
11. Recall facts in a science experiment.
12. Determine what a problem is and the steps to a solution.
13. Write generalizations that result from observations.
14. Demonstrate the sequence or steps in an experiment.
15. Note the significant details in an arithmetic problem.
16. Note the sequence of events in a problem.
17. Verify a solution to a problem.

Develop a Desire to Read for Information and Pleasure.

1. Read the highlights in certain library books aloud to motivate children to read historical fiction.
2. Tell a few facts about the life of important people to motivate children to read biographies.
3. Display books that can be used as supplementary reading during a unit of work.

4. Provide interesting and challenging problems that motivate children to go to other sources for information or pleasure.

The Enrichment Program

The extension of interests and tastes is truly a vital part of any reading program. Root[1] has said that the only justifiable reason for *teaching* literature to children is to help them become more sensitive to that literature, hence, more appreciative of it. In order to do this, children must be led to ask three questions. "What did the author say?" "What did he mean by what he said?" "What does his message mean to me?" The high levels of mental activity necessary to answer these questions call for reading as a thinking process. The reader must of necessity answer the first question before he can proceed to the higher levels of the other two. He will begin by using elementary skills which lead him to the meanings of words, sentences, and paragraphs. He will establish relationships between these meanings and will emerge with an idea supported by details. He can say with some satisfaction, "This is what the author said." If he is a critical reader, he will postpone his moment of satisfaction until he has verified the author's statements in relation to accuracy, bias, fact, or opinion.

Reading specialists agree that the level of creative reading is the supreme test of a skillful reader. Here the reader must establish a new order of relationships involving his past feelings and experiences, his knowledge and beliefs, in order to respond creatively. A new pattern of advanced and complicated skills is needed to answer the last two questions. He must create meaning: what the author implied but did not say and what he, the reader, can glean from it.

Christoper Morley once said, "The only real purpose of a book is to trap the reader into doing his own thinking."

Independent Reading

The phrase, "independent reading," is used here to indicate reading done by pupils without teacher assistance. This independent reading provides an opportunity for applying the skills previously taught, thus developing greater efficiency and competence in their use.

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[1] Sheldon L. Root, "Literary Understandings in the Reading Program of the Primary Grades," *Reading and Inquiry*, International Reading Association, Newark, 1965.

Independent reading begins the day the child first recognizes a word on a billboard or reads a label on a can. No two children arrive at this point at the same time, nor do they maintain the same rate of reading. From that moment on, interest in reading and ability to read is highly individual. Both the time and the rate seem to be affected by four factors:

1. The child's own level of aspiration
2. Teacher and parent motivation
3. The availability of suitable materials
4. A sight vocabulary and mastery of certain work attack skills

Early Primary Reading. The beginning reader makes up in enthusiasm for what he lacks in skill. At the pre-primer and primer levels, there is enormous satisfaction in small success. Some independent reading can be done as soon as a small sight vocabulary has been acquired. Picture clues and consonant frames give help with new words, and teachers stand ready to help with proper names. Other pre-primers provide exercises in independent reading. Content does not seem to matter; just finding familar words in a new place brings sheer delight.

Long before the child finishes his 1^2 book, he should be introduced to short easy stories in other books. Usually these stories will be one level below his instructional level. By the time he finishes the first reader, he should be well on his way in an individual program of independent reading.

Second and Third Grades. The second or third grader who has spent the summer with books is ready to move on to a more sophisticated reading program. As he acquires the skills at these levels, he can be enjoying short stories and poetry that he can read to himself and to anyone else who will listen to him. All the easy-to-read trade books are within his reach. He needs a teacher and a parent who will talk with him about his reading, give help when it is needed, and share his enthusiasm.

Upper Elementary. At this level, reading for specific information as well as for enjoyment and practice becomes a part of the independent reading program. If basic skills have been acquired, if an interest in reading has been fostered, and if books are available, there is no limit to the information and enjoyment that will be had. If these things are lacking, it is very likely that the child will never acquire the reading habit.

It is here that the effectiveness of the school's reading program is demonstrated by the amount of independent reading and the quality of the reading in the content areas. It is an unhappy coincidence that the power necessary for real freedom in reading comes just at the time when the curriculum is so full that there is little time for recreational reading!

Materials. The library and/or materials center offer a wealth of material for independent reading, but nothing can take the place of well-filled classroom shelves within reaching distance of the children. Old editions of basic and supplementary readers provide excellent materials for beginning readers; animal stories in these old books have lost none of their charm. Books from many series should be available.

Books of familiar poems and nursery rhymes are favorites with beginning readers. Reluctant readers find them equally enjoyable.

Many of the materials written for the retarded older children are excellent for the precocious, superior young children.

Easy-to-read trade books cover a wide range of interests and provide many hours of reading satisfaction.

There is a wealth of exciting reading for the middle-graders: biography, science and science fiction, history, animal stores—the list is long.

It is a sad commentary on the reading program when the child who *can* read doesn't!

Grouping for Reading Instruction

Clymer[1] suggested that any approach to help meet individual differences in reading achievement should be prefaced with an understanding of three basic areas in the psychology of individual differences.

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[1] Theodore Clymer, "Criteria for Grouping for Reading Instruction," Summary of an address given at the Twenty-second Annual Conference on Reading, University of Chicago, on June 30, 1957.

First, there will always be a range of individual differences in reading achievement in any heterogeneously grouped classroom. This range can be roughly estimated by multiplying the average chronological age of the members of the class by two-thirds. For example, the average entering age for fourth grade is about nine years; two-thirds of nine years is six years, which represents the approximate range of reading achievement that will be found in fourth grade classrooms at the beginning of the year. In other words, there will probably be some children reading at the second grade level and some children reading at the eighth grade level.

Second, any one child rarely performs equally well in all learning areas. Trait differences occur because abilities are not perfectly correlated. Groups assigned to similar situations based on a single criterion will not only differ in the ability to perform on that criterion, but they will differ up to 80% on other characteristics. This means that, when students are assigned to three groups on the basis of intelligence, the groups will differ on intelligence. But when other characteristics are measured, there will be almost a whole range of abilities within each group.

Third, good teaching will increase individual differences in reading achievement rather than decrease them. All children will grow, but the superior child will grow at a faster rate than the average child, and the average child will grow faster than the slow child.

There are three approaches which have been adopted by teachers to aid them in adjusting to individual differences. These approaches are the Joplin plan, individualized reading, and flexible groups within the classroom. It must be remembered, however, that these adjustments alone will not teach reading; the teacher is still the most important factor.

The Joplin Plan. Over the years many attempts have been made in the area of reading instruction to meet the individual needs of children. One organizational plan to group children for reading instruction has come to be known as the Joplin plan. This plan grouped all the children in grades four, five, and six according to results of standardizing reading tests and teacher judgment regardless of actual grade level placement. For example, the children who were ready for reading instruction at third grade difficulty, though actually in grade four, five or six, all went to a single classroom. There, for one period each day, the teacher, who might very well teach fifth grade the remainder of the day, would work with these youngsters at their third grade instructional level. Then the children returned to their grade level class assignment in a self-contained situation for the rest of their schooling. This plan has been described by Floyd[1] as it first developed at the Irving Elementary School, Joplin, Missouri during the second semester of the 1952-53 school year.

The primary advantage of this plans appears to be the fact that the reading range to which a teacher must adjust instruction is reduced. Another advantage is that a definite time each day is allotted to reading instruction.

Some disadvantages have also been noted. Williams[1] did a study of this type of grouping and concluded "it was most unwise to group retarded seventh and eighth grade pupils with fifth and sixth grade pupils of the same reading ability. The pupils resented such grouping and discipline cases increased." Gray[2] stated that consideration should be given to the possible disadvantages of a class of widely different ages. In addition, he noted that the benefits derived from having a single teacher guide the reading in the content area as well as the instructional reading program were lost in the Joplin plan.

Individualized Reading. A second approach for meeting individual differences is individualized reading or, as it is sometimes called, the individualized self-selection approach. In this approach, each child is permitted to select his reading materials from a collection of books located in the classroom. The child selects books that deal with topics which are of immediate interest to him. The teacher, however, may guide the child in choosing a book of appropriate difficulty. Once a book is selected, the child reads at his own rate until he is finished with it. He then chooses another book. Books can be taken home at night if desired.

The teaching of skills is done in conferences between the teacher and individual children. It is usually possible to schedule a conference of seven to ten minutes with every child twice a week. At this time the child talks with the teacher about his progress and his problems. The teacher listens to some oral reading and instructs the pupil in needed skills. Although children are never kept in permanent groups, small groups are occasionally formed for the purpose of learning a skill needed by all at the same time. Workbooks and worksheets are used for individual assignments when a need is apparent. The teachers keep records of each child's progress and needs on file cards. This facilitates daily planning for skills instruction.

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[1] Cecil Floyd, "Meeting Children's Reading Needs in the Middle Grades: A Preliminary Report," *Elementary School Journal*, Vol. 55, October, 1954, pp. 99-103.

[1] Pauline L. Williams, "Some Group Reading Results," *Chicago School Journal*, Vol. 31, pp. 90-94.

[2] William S. Gray, "The Teaching of Reading," *Encyclopedia of Educational Research*, The Macmillan Company, New York, 1960, p. 1118.

Continuous reading is motivated by frequent sharing periods. These experiences include oral reading of exciting paragraphs, telling about fascinating incidents, dramatizing stories, illustrating stories with pictures and murals, auctioning the book by giving hints of exciting plots, writing descriptions of favorite characters, showing action on a flannel board, making puppet characters, exhibiting objects described in books, making tape recorded summaries, etc.

All pupils keep detailed records of books read by using charts, individual booklets, illustrated folders, or descriptive lists.

The individualized approach has three distinct strengths: (1) a child reads material that is of interest to him at his level of ability; (2) the individual reads at his own rate; (3) a child has close individual contact with the teacher through the pupil-teacher conferences.

This approach also has some problem areas. First, a revolving classroom library with at least 100 to 150 books on a variety of topics and on a variety of difficulty levels is necessary if individualized reading is to function effectively. Second, enough time for the pupil-teacher conferences is sometimes difficult to schedule. Third, record keeping, if done correctly, is extremely time consuming. Fourth, since the individualized approach is not based on a basal series, teeachers must avoid leaving gaps in the children's skill development.

Intraclassroom Grouping. A third technique which aids in meeting individual differences in reading is the formation of student groups within the classroom on the basis of reading ability. The optimum number of groups depends upon the ability of the teacher and the range of pupils' abilities; however, three groups or more are needed in most classrooms. In classrooms which utilize this approach, a student is usually moved from one group to another when it appears that he will profit from such an adjustment. Special groups are also formed for work on specific needs. These special groups are composed of students from all reading groups who need special help in a particular area of reading.

Intraclassroom grouping, like the other approaches, has both strengths and weaknesses. Its strengths are: (1) the range of reading ability in any one group is less than the range in the entire class; (2) reading materials are adjusted to the reading abilities of the groups; (3) the teacher can become more aware of the individual's strengths and weaknesses through work in smaller groups. Its major weakness is that slow learners become frustrated by virtue of peer comparisons.

Research fails to demonstrate the superiority of any one approach to meeting individual differences in terms of academic growth. School systems should conduct experimental studies in this area to further clarify the value of certain approaches to meeting individual differences. Such investigations would help to answer the following questions:

1. Do individuals learn to read more effectively when this approach is used?
2. Are teachers more effective when they employ this approach?
3. Is the approach administratively efficient?

While the decision of grouping within a school is generally made at the administrative level, each teacher will ultimately have thirty youngsters to teach. No matter on what basis these children were grouped, there will be a considerable range in reading achievement in any one class. Thus, the classroom teacher will want to group within her class.

The use of informal inventories is an efficient technique for identifying a pupil's instructional reading level, for diagnosing each pupil's strengths and weaknesses, and for supplying information necessary for grouping pupils of similar achievement.

Informal Reading Inventories. Grouping for reading instruction within the classroom is one of the primary tasks of the elementary classroom teacher; the proper placement of youngsters in groups well-suited to their abilities cannot be overemphasized. Sometime ago Betts[1] identified several levels of reading competence for each reader and established criteria for identifying performance at each level.

Betts identified the different reading levels found in a single individual as follows:

> *Independent Level*—the highest reading level at which a pupil can read with full understanding and with freedom from mechanical difficulties.
>
> *Instructional Level*—the highest reading level at which a pupil can read satisfactorily with teacher help.
>
> *Frustration Level*—the level at which a pupil is thwarted or baffled by the vocabulary, sentence structure and length, or by the concepts presented.
>
> *Listening Comprehension*—the highest reading level at which the pupil can comprehend material read to him.

The generally accepted criteria for identifying satisfactory performance at each level are shown below:

Independent Level

1. Oral reading (at sight and/or following silent reading) characterized by proper rhythm, 99% accurate pronunciation, conversational tone, and accurate interpretation of punctuation.
2. Freedom from tensions as evidenced by poor reading posture, fingerpointing, frowning, tension movements of the hands, feet, body, etc.
3. A comprehension score, based on both factual and inferential questions, of at least 90%.

Instructional Level

1. Oral reading following silent reading characterized by proper rhythm, conversational tone, accurate interpretation, and a reasonably wide eye-voice span.
2. Freedom from tensions.
3. A comprehension score, based on both factual and inferential questions, of at least 75% following both silent and oral reading.

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[1] Emmett A. Betts, *Foundations of Reading Instruction*, American Book Company, New York, 1946.

4. Oral reading at sight characterized by 95% in pronunciation, rhythm, stress, and intonation.

Frustration Level

1. Oral reading characterized by a lack of rhythm and failure to interpret punctuation properly.
2. Exhibition of tensions.
3. A comprehension score following either oral or silent reading of less than 50%.
4. Inability to pronounce 10% of the running words.

Listening Comprehension. Since the listening comprehension level (often called capacity level) is determined by pupil response to material *read to* him, the criteria for determining the level is based on his oral responses following the reading of the material.

1. Accurate pronunciation of words comprising the general and special vocabulary.
2. Precise use of words in describing the facts or experience.
3. Ability to supply from experience additional pertinent information on the material under consideration.
4. A comprehension score of 75%.

Two types of tests (namely, standardized reading tests and informal reading inventories) are in general use to determine the different levels of reading competence. Standardized reading tests yield scores that are useful in making comparisons of present performance with national norms, with previous students, and/or with previous performance of the same students. The score obtained on a standardized test often coincides with the frustration level determined by an informal inventory.

Informal reading inventories are used to determine instructional reading levels and/or to diagnose a particular child's strengths and weaknesses in the many subkills. The informal reading inventory is nothing more than an individual evaluation of pupil performance on a series of graded reading selections using a set of standard criteria to determine acceptability. The use of an informal, but relatively "standardized" method of pupil assessment such as the informal reading inventory is advocated by many leaders in the reading field such as Emmett Betts, Morton Botel, Donald Durrell, and Albert J. Harris.

Planning for Administering an Informal Reading Inventory.

1. Have a single copy of the pupil's book for each grade level in the set of basal readers to be used. It is helpful to have the selection in the book marked (a paper clip works well) to facilitate location of the selection the child is to read. Make a typed copy of the selection the pupil is to read (approximately 75 words at first grade increasing to 200 at eighth grade) to use as a record sheet.
2. Prepare a place where teacher and student may work together at a table without disturbing, or being disturbed by, the other students in the classroom.
3. Provide sufficient seatwork to occupy the class for the amount of time you intend to be testing and direct them not to disturb you while you are working. Explain to the children that you want to hear each child read, but create a relaxed atmosphere.

Administration.

1. Hand the pupil the book which is one level below the instructional reading level you estimate he might have. Very briefly set the stage for reading the story, ask the motivating question, and have the pupil read the selection aloud at sight. While he reads, record on the record sheet all errors made. The following techniques for recording errors have been taken from Spache's inventory.

   Omissions—Circle any word, part of a word, or phrase that has been omitted.

   Additions—Insert any word or part of a word which is added directly above the space where added.

   Substitutions—Cross out the printed word and write in the substituted word above it. Count each substitution as one error even though several words may be substituted for one in the text.

   Reversals—Show reversals of words or part of a word by use of curved lines between words or between letters.

Repetitions—Count only when *two* or *more* words are repeated. (Repetition of a single word is *not* an error.) Underline repeated words with an arrow.

Aided Words—Wait about *five seconds* for the pupil to try, then tell him the word. Cross out the word supplied to him.

Do not count regional or dialectal mispronunciations as errors, e.g., "crick" for "creek."

Following the oral reading, the comprehension questions are asked. Any answer which deviates markedly from the suggested answer should be recorded on the record sheet. The criteria for determining the instructional level are:

1. 75% of the comprehension questions must be correctly answered.
2. Errors in oral reading must not exceed one in 20 running words.

If these criteria are met, move to the next higher book. Continue until the criteria are not met. The highest level at which 95% of the words are recognized and 75% comprehension is maintained becomes the instructional reading level, provided there is freedom from tensions and acceptable rhythm and stress during oral rereading. If failure occurs during the first oral reading move to a lower level. To maintain a child's self-confidence, it is wise to start at a level which will be fairly easy—and then move upward.

For the silent reading inventory the same procedure is followed with the exception that, after the motivating question is asked, the pupil reads silently while the teacher observes him. At this time such faulty habits as fingerpointing, lip movement, excessive regressions, extremely slow rate, and excessive reliance on picture clues can be identified.

For the listening comprehension inventory, the same procedure is followed with the exception that this time the teacher reads the passage aloud to the pupil and then asks the questions. In this way it is determined whether the pupil has the mental capacity to understand the material even though he may not have developed the skills to read the page himself. When the listening comprehension level is considerably above the instructional reading level, it would appear that this pupil is capable of doing more advanced work if his reading skills are improved. If the listening comprehension level is similar to that of the instructional reading level, it would appear that simultaneously with the advancement of the reading skill advancement of general understandings must occur.

In this fashion the instructional reading level is determined without regard to the level of the writing skills. In most cases the writing skills will be comparable. In a few cases the writing skills will be lower. It is recommended that special attention be given to strengthening the writing skills and perhaps in differentiating the written work within the reading group but that the instructional reading level be determined by the oral and silent reading inventories and not lowered because of a deficiency in writing skills.

After the instructional level has been determined for each child, groups can be organized within the classrooms or across grade levels as in the Joplin plan. Instruction can then begin "where the child is" matching the reading difficulty of the textbook with the achievement of the child regardless of his grade placement. This may mean that in a fourth grade class there will be a need for textbooks of reading difficulty ranging from second to sixth grade.

Meeting Individual Needs in the Classroom

Teachers are constantly confronted with the problem of how to meet individual needs in the classroom. They are concerned because they know it is impossible, even when an attempt has been made to group homogeneously, to have all children with the same abilities, needs, and interests. They are concerned with meeting the reading needs of all the children in class and at the same time providing an orderly and comprehensive reading program.

The key to this lies in a teacher's knowledge and understanding of basic educational principles and in his unique ability to plan instruction so that all of the children are learning the skills that they need in order to be good readers.

A teacher, for example, should understand

1. The major goals of reading instruction and the grade level placement of skills
2. How to bridge the gap between what a child knows and what he does not know
3. How to adjust a child's group placement so that he moves freely from group to group as his needs change

4. How to provide for maximum experience with new skills
5. How to pace instruction for effective learning
6. How to diagnose reading performance and plan for remediation
7. How to adjust methods of instruction to suit the needs and abilities of the children
8. How to evaluate materials and select those that are appropriate for a particular class, group, or individual
9. And finally, how to schedule and plan activities during the day so that all of the children at a designated time are working either as a whole group, in small groups, in teams, or individually in either developmental, functional, or recreational reading activities.

Some suggestions which any teacher can use as he plans to meet the needs in his class are

1. Decide when it is profitable to teach certain concepts and skills to the whole class; then plan instruction so that the concept or skill is introduced in a meaningful way. Give concrete examples when possible, and ask questions to find out if the children understand. Often a teacher can introduce a new skill to all the children at one time or reteach previously taught skills that need some reinforcement.
2. Work in small groups with children who understand the skills and concepts that are needed in order for them to proceed to new ideas without difficulty. Three reading groups are usually considered adequate. However, division into more or fewer groups depends on class needs.
3. Observe and evaluate as you work with the whole class and with small groups. Look for children who are inattentive or who may not understand the new ideas. Listen to the kinds of questions they ask. This might give some insight about the presentation of the skill. Ask questions to find out how well they have listened and how well they have understood. As a result of observation and evaluation, plan other experiences or select from the small groups those children who have similar needs and interest. Next, plan to work with this "special needs groups."

4. Watch for children who are inattentive, who show lack of understanding as indicated by oral and written responses, who have behavorial and emotional problems, and who are constantly absent from school. Find out what their special needs are, and select materials and methods that will help them.
5. Let students work together in teams to help one another. Team work is effective once a skill has been introduced. Make available self checks so that the children can immediately see what their mistakes are.
6. Provide time for children who have similar interests to work together during a unit of work. An interest inventory gives insight into the background of experience and interests of your pupils.
7. Provide each child with an assignment sheet and a progress sheet. Then plan individual conferences once each week to help children understand their strengths and weaknesses. Show them how to record their progress, select materials, and plan time during the week to practice on skills. Either work with the child, or provide material that is easy for him to get to.
8. Make a file of workbook pages for a particular skill. Arrange them so that they can be easily handled, worked, and checked by the student. Help students select materials from this file. Have other materials (magazines, newspapers, etc.) available that can be used to strengthen a skill.
9. Plan to use a variety of materials geared to the various reading levels and interests in your room. Be sure to select interesting and easy-to-read library books. Include developmental reading materials, functional reading materials, reference books, dictionaries, and encyclopedias.
10. If you do not have a variety of books in the content areas which are appropriate for all the reading levels in your class, either rewrite an assignment using a simpler vocabulary, or have someone read the assignment to the student who finds a book difficult to read.
11. Survey all reading materials for concepts that might be unfamiliar to the children. Plan instruction so that you are able to reach all the children, not just a few of them.

12. Plan questions which call for the use of a particular skill. During oral discussion, direct these questions to the student who needs to practice these skills. Be sure that the student understands the kind of thinking to bring to certain kinds of questions.

These are only a few suggestions that can be used. Teacher committees can get together and share other ways that they find helpful in meeting this problem.

Records

Teachers need to identify specific skill deficiences in order to help children become more proficient readers. The accompanying chart, *Record of Skill Deficiencies,* has been used by teachers to pinpoint deficiencies and challenge the student.

Students should be checked for recognition of capital and lower case letters by sight and sound and for ability to reproduce each letter.

Student should be checked for recognition of beginning, middle, and ends of words by sight and from an oral presentation.

Syllabication can be checked by using unknown words which conform to generalizations taught. Any list of polysyllabic words, such as that found in the *McCullough Word Analysis Test,* can be used to identify these needs.

The comprehension section has space to record the four different types of general comprehension questions to be asked by the teacher. To identify skills lacking in the area of Comprehension refer to the *Curriculum Guide in Reading, (Re-*

Record of Skill Deficiencies

Name______________________________

	I	II	III	IV
Capital Letters				
Reading Level				
Lower Case Letters				
Beginning of a Word				
Middle Vowel of a Word				
End of Word				
Syllables				
Facts				
Interpret Vocabulary				
Word Analysis				
Comprehension				
Summary				

medial Reading Grades 3-12), page 28. The material under the subtitle, "With Informal Oral Reading Inventory," very ably explans what to do to check the skills of finding facts, inferences, vocabulary, and summary.

At least three or four times a year teachers will find it wise to recheck their classes. In the recheck they are able to confirm their estimates of the child and evaluate his progress.

Remedial Work

Within the classroom the teacher is constantly diagnosing individual needs and teaching to satisfy these needs. In a sense this could be called remedial work. But actually it is the routine procedure of a good developmental program. When children have fallen far behind and need long-term help, true remedial instruction is involved. For such help, reference is made to the guide, *Remedial Reading Grades 3-12,* published by Indiana Office of the State Superintendent of Public Instruction, 1969.

Use of the Library

Since a major goal of the developmental reading program is to help children become resourceful in reading, satisfy interests, and develop skills, it is essential that teachers and librarians work together to achieve this goal.

Ways in which the classroom teacher can cooperate actively in the development of the elementary school library program are

1. Provide the kind of learning situations which call for the constant use of the library facilities.
2. Create and develop on the part of the children an intelligent interest in the library and its services. This may be done not only by carrying on the type of classroom work which involves the need to use the library, but also by frequent discussions which should include the public library as well as the school library.
3. Work with the librarian during the library period to establish good class habits and to see that each child finds and uses materials suited to interest and abilities.
4. Furnish the librarian with lists of books and materials needed for classroom activities.

5. Keep the librarian informed of the new activities which are contemplated, so that there will be sufficient time to organize suitable materials.
6. Visit the library frequently and confer with the librarian on special activities.
7. Encourage children to use card files, both personal and room files, as a reading record and report device.
8. Emphasize with parents and children the need to form reading habits at home.
9. Provide a silent reading period in the classroom for the purpose of reading library books.
10. Read a part of a story which is available and induce the children to finish it.
11. Have children search for stories to dramatize.
12. Read many of the children's books in order to be a dependable adviser on books.
13. Have children utilize bibliographies at the end of each unit or story which are helpful in the selection of related appropriate materials.

The following are suggested as ways in which the librarian may aid in the development of cooperative relationships between the library and classroom:

1. Advise teachers about library activities and about reading needs of individual children.
2. Become familiar with individual children's reading abilities.
3. Advise teachers of new books and audio-visual materials received.
4. Advise teachers of interesting and timely magazine articles, pamphlet and picture materials.
5. Furnish classroom with lists of books and materials related to displays on classroom bulletin boards.
6. Keep in touch with the progress of class work by frequent conferences with teachers.
7. Make suggestions of suitable stories, films, and records related to units of work in the classroom.
8. Set up in the library special troughs, shelves, or displays of books for the use of particular classes.

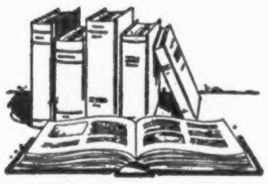
9. Visit the classrooms in order to be in close touch with the educational program.
10. Seek advice of teachers and children when ordering new books for the library.
11. Ask the principal to devote at least one faculty meeting each year to a discussion of the library and its services.
12. Advise teachers-leaders of special groups, such as Boy Scouts, Girl Scouts, Stamp Club, Science Club, or other school groups, in order to fit the library into their program.
13. Give individual and group guidance to children.
14. Serve on any committee working to develop curriculum whether the emphasis is on a particular grade level or on a subject area cutting across several grades.
15. Prepare subject bibliographies for teachers which will point out materials readily available.

A Minimum List of Skills and Attitudes to be Developed in the Library

These skills should be practiced until pupils can work independently as they seek and use information.

1. *Primary Grades*
    - a. To know the plan of the arrangement of materials and equipment in the library
    - b. To know in a general way the use of the materials and equipment in the library
    - c. To know how to use and care for books
    - d. To know about the kinds of books
    - e. To develop appreciation and respect for books and other learning materials
    - f. To develop skill in alphabetizing (using the whole word) by the end of the primary grades
    - g. To begin the use of the card catalog
    - h. To know the steps toward finding various kinds of information
    - i. To develop standards for selecting material appropriate for independent reading and materials for study reading.

2. *Intermediate Grades*
    - a. To maintain the skills listed above
    - b. To become increasingly efficient in using books effectively
        - (1) To know the format and parts of a book
        - (2) To know kinds of books and their use
    - c. To know how to locate the various kinds of information
        - (1) To know the types of information to be found in the dictionary
        - (2) To know the types of information to be found in encyclopedias
        - (3) To know how to find and use other references
        - (4) To know all the details about using the card catalog
    - d. To know how to organize information and how to take notes according to the ways it will be used.



Chapter Four

Teaching Activities to Develop Specific Skills

Teachers of today have undertaken to establish a reasonable balance between oral and silent reading. Reading for meaning or comprehension is the aim of both oral and silent reading in a developmental reading program. However, mechanical facility in word recognition and the techniques of structural and phonetic analysis are important factors in developing the ability to read. The study skills by which the pupil develops comprehension prepare the reader for the use of reading in his daily life. These techniques lead to reading for pleasure and enjoyment and contribute to the wholesome development of the individual.

These activities and suggestions for teachers have been selected for their value in maintaining and extending learning of a skill previously introduced by the teacher. The teachers will choose those which fit needs of pupils, make certain that pupils understand what is to be done, and evaluate the work on completion for accuracy and neatness. If the activity does not reflect growth on the part of the pupil in situations where the skill is needed at a later date, it may not have been understood, or it may have been too difficult or complicated. Standards for the quality of work and time limits for its completion should be set by pupils and the teacher working together.

Many of these activities may be duplicated or placed on charts or on the chalkboard. They serve as examples only, and the teacher who is versatile will think of many ramifications for their use and for substituting their own ideas for those suggested here. It is hoped that the following activities will stimulate the discovery of many more ideas which will develop the learning of reading by the pupils in their classrooms.

Comprehension Skills

Comprehension in reading is the purpose of all reading instruction. The child begins to read when he associates the printed symbol with the word. Unless he understands the printed word, his reading is purely mechanical and does not function in everyday life experiences. While the stories in readers are designed to interest the pupil at his particular age level, and, although they are beautifully illustrated with pictures which appeal to his imagination, the purpose is to teach skills and develop understanding.

Critical Reading Skills. The central purpose of education is to teach children to think; consequently critical reading skills are of prime importance. Even the pre-school child is involved in critical thinking in relation to his experience and maturity level. When the child first begins to read, he can be guided to think critically when given practice in comprehension reading skills. The teacher who is a critical reader and thinker should be alert to opportunities for encouraging critical thinking in all areas of the curriculum. The reader must not only grasp the author's ideas but must reflect upon their significance. The skills of comprehension cannot be separated from other skills of reading.

Comprehension skills vary greatly in the different stages of reading. Both oral and silent reading are used in the development of skills. Basal reading manuals suggest many activities to develop comprehension skills. The comprehension skills which develop critical thinking and interpretation include:

Finding the main idea
Finding specific details
Arranging events in sequence
Making inferences
Predicting outcomes
Drawing conclusions
Perceiving relationships

Forming judgments and opinions
Comparing and contrasting
Forming and evaluating summaries

Activities Basic to the Development of Comprehension Skills

Word meaning

Pictorial clues, context, oral discussion, experiences, structural analysis, using the dictionary to choose the preferred meaning are examples.

Phrase meaning

The child is given a picture and sentence to be completed by three phrases one of which is appropriate to the picture.

Explain the meaning of the following phrases:

heart leaped into her mouth
with fire in his eyes
has Sally under her wing
as white as snow
spoke with tongue in cheek
looked down her nose
with ruby lips

Sentence meaning

The child is given a picture and three sentences, one of which is appropriate to the picture.

The pupil determines the topic sentence in a paragraph and arranges the others in sequence.

Paragraph meaning

The paragraph is chosen that best tells the story of the picture.

Finding the main idea

Draw a picture expressing the main idea in a story.

Read a story, a paragraph, or a page. Write a sentence that states the main idea.

Skim a story to locate at least two facts that support the main idea.

Find marginal headings for paragraphs.

List all the statements bearing on a given question.

Choose a good title for a selection.

From a list of sentences, choose the one which best expresses the main idea of a selected paragraph or story.

After the story has been read, give instructions to place an "x" on the line to show which title is best for the story, e.g., We made many plans for Christmas. We decided to trim our tree. Everyone in the family was going to make his own decoration and hang it on the tree. We also thought we would have a party where we would play games and sing songs. The presents would be left under the tree.

—————A Christmas Party
—————Trimming the Christmas Tree
—————Christmas in Indianapolis
—————Our Plans for Christmas

Finding specific details

Answer questions to show whether or not certain details have been found in the material read.

Describe the main character in a story, giving his attitudes and habits.

Locate specific information to prove a point.

Among three sentences or among all the sentences on a page, choose the one which answers a certain question.

Find the sentences and words that best describe a character or setting.

List all the statements bearing on a given question.

Complete the sentences chosen by the teacher in which blanks are left for words that test the comprehension of specific details.

Arranging events in sequence

Draw a sequence of pictures illustrating the succession of scenes in the story.

Arrange sentences that tell what happened next.

List events in a story in sequence.

Make a list of highlights in a story which will be needed to dramatize events.

Listen to a story. Number squares on art paper and draw the sequence of events keeping in mind that the pictures should actually re-tell the highlights of the story.

Making inferences

Discuss and evaluate acts of characters in a story and infer what each is likely to do next.

After reading a sentence, pupils tell how they imagine a certain character felt:

> With his eyes shining brightly, Tom held his airplane high for all to see.

John's heart pounded wildly and he felt weak in the knees.

Identify and evaluate character traits:

What kind of a person would you have to be to go into the cave alone? List words and phrases from the story that reveal this. Indicate the page and paragraph number.

Predicting outcomes

Write what is likely to happen:

John teased the old dog.——————————

Fred's little sister started to cross the busy street.——

——————————

Write a different ending to a story.

Let pupils listen to part of a story. Pupils predict what will happen.

Discuss what will happen in certain situations, e.g., "if the boy climbs to the top of the flagpole."

Drawing conclusions

Discuss how characters performed under given conditions and how they changed because of events.

Discuss current events, and possible implications.

From a list of sentences and a choice of three endings for each, underline the best ending:

The story tells that:

the cat was soft and gray.
the cat found her kittens.
the cat was old.

Perceiving relationships

From the story, make a list of all the actions that prove the boy was patient.

Discuss other qualities which he displayed.

Think of people who also show these characteristics.

Discuss such questions as:

Why did Sally laugh but Mother did not? Did you laugh with Sally?

Illustrate the funniest part of a story.

Forming judgments and opinions

Discuss the characteristics of a person in a story. List words that denote character traits.

Read parts in the story that support the opinion.

Complete sentences with the correct ending:

The train did not come because

- there had been a wreck.
- the cars were on the siding.
- a boy was waiting to go to see his grandmother.

Decide what problem Mary must solve?

- How difficult will it be?
- What might she do?
- Finish reading the story and prepare to read orally how she finally solved her problem.

Relating story experiences to personal experiences

Have you ever found yourself in the same trouble as Bill? What did you do?

Evaluating author's purpose

Discuss the author's purpose in writing this story of historical fiction.

On what historical truths did the author base his story?

Interpreting author's style

Skim the story to locate vivid expressions which indicate the author's skill in helping the reader "live" the story. Write the page number and the phrase.

Comparing and contrasting

Tell how two of the characters were alike and how they differed.

Use information from the story of pioneers. Compare and contrast with present day living:

travel
food
work
homes

Forming and evaluating summaries

Select a sentence which best tells the whole story.

Write a short paragraph about the story liked best in a given unit.

Illustrate a story in sequence.

Summarize the high point (climax) of the story in three sentences.

Judging the Pupil's Ability to Comprehend

Is he able to understand and organize what is read?

Is he able to follow directions without asking irrelevant questions?

Does he select suitable sources of information?

Does he distinguish between the relevant and irrelevant, important and unimportant information?

Does he recognize the difference between fact and opinion?

Does he judge the validity and accuracy of the author's information?

Does he use several sources to solve a problem?

Is his reading helping him to open doors in his everyday living?

Pupils Evaluate Their Comprehension

Am I able to answer questions about the story or selection?

Do I organize what is read in to a sequence of ideas?

Do I read and listen carefully in order to follow directions?

Do I search for correct information in order to learn what I need to know?

Do I question the accuracy of what is read?

Am I trying to choose wisely from what is read the knowledge which will be beneficial to me in life situations?

(See the pupil's "Individual Check-Chart of Reading Skills" page 89.)

Sample Lesson Plan

Comprehension

With the teacher:

A lesson in comprehension involves:

Establishing background for the story
Introducing new words in meaningful context
Setting purpose for reading the story

Asking questions as the story is read silently to determine whether or not the pupil is understanding what is read.

Follow-up activity:

The exercise is designed to find out if pupils are able to locate specific information or details. It may be centered on the chalkboard or on a duplicated sheet:

Title of Story

List 10 questions about the story

Question Page Paragraph Key words

Discuss with pupils how to use the study sheet.

On the paper you will find some questions about the story.

Let's answer the first question together.

Under the heading, "Questions" write the number of the question you are answering.

Now find the answer in the story.

Under the heading "Page" write the number of the page in the story where the answer is found.

On that page count the number of paragraphs until you come to the one that contains the answer.

In that paragraph find the sentence that answers the question and under "Key Words" write the first and last words of that sentence (First and last words of the paragraph will suffice for groups less mature).

When pupils have finished assignment, it may be filed for discussion at the next reading lesson for the group. The teacher will evaluate with pupils how successful they have been in finding specific details and identifying the main idea of the story.

Word Recognition Skills

Word Recognition Skills. Most authorities list five major skills necessary for independence in word recognition. These are: (1) development of a sight vocabulary, (2) using context clues, (3) analyzing words phonetically, (4) using structural analysis, and (5) using the dictionary. While each is a separate skill, it is sometimes necessary to employ all the skills simultaneously in unlocking a given word.

Sight Vocabulary. Sight vocabulary is a basic element in learning to read. A sight vocabulary consists of words which can be instantly recognized. Introducing sight words is based on the Gestalt theory that children see whole objects first rather than separate parts. For example, a child does not recognize his pet because it has two blue eyes, a black nose, etc. He sees his pet as a whole and in the early stages in reading sees the word as a whole. For some pupils configuration plays a great part in the early learning of sight words. Usually the new word is introduced orally in a sentence or story. When the meaning has been developed, a sentence may be placed on the chalkboard. Pupils may then "frame" the word, underline it, point to it, make up sentences, or use it in other ways. New words may be presented using a picture with the word at the top or bottom as a label. Objects and pictures around the room will also be labeled by words, phrases or sentences. Thus, these words may become part of the child's sight vocabulary. As the pupil develops his reading skills, new sight words are acquired in the content areas through communication skills, from TV and radio, and from his daily life experiences.

Suggested Activities.

Label a shoe box with the words "Toy Chest." Make a set of cards which have toy words on them. Another set of cards may have the picture of the toys. These may be matched or used in a variety of ways.

Pupils may make their own picture dictionaries using those sight words which can be pictured. The pupils may either illustrate or cut and paste pictures from magazines. These pages may be kept in book form.

Cut-outs are especially good for immature pupils. A word may be cut from the lower part of the page and pasted beside a matching word in the upper part of the page. Pupils may illustrate words. Simple directions may be included for the pupil to read and follow.

"Reado." Draw twenty squares on each of six cards. On each square print a sight word. Arrange the same words in different positions on each card. Cut small cards to use for covering the words as a pupil flashes or pronounces words from a master set. Pupils cover words they know. The player wins who covers all of the words first. The winner then reads the words back to the caller.

"Climbing the ladder into the haystack" can be varied. The sight words are on rungs of a ladder. The pupils "climb" by saying the words and putting their names in the haystack at the top of the ladder. This device may be made on chart paper, the chalkboard or a cardboard.

"Jack Be Nimble." Place word cards on the floor in a row about a foot apart. Place a low candlestick with an *unlighted* candle in it at the end of the row. Each pupil jumps over a card after it has been read and at the end may jump over the candlestick.

Practice quick and accurate recognition of words and phrases.

Select the right choice of two or three similar phrases to complete a sentence:

Many big ports are found (about the cost).
(along the coast).

Read easy paragraphs as rapidly as possible while maintaining good comprehension.

Note differences in form and meaning between words often confused because of their similar visual details:

breath
breathe

house
horse

through
though
thorough
thought

Use mechanical aids to practice for greater speed:

Use a card to flash new phrases as a tachistoscope does.

Push a liner down the page to pace silent reading.

Using Context Clues. The skill of using context clues helps the pupil develop recognition through meaningful association. Pupils must be given intelligent direction and practice to develop this skill. Rather than just permitting pupils to "guess" to unlock meaning, definite practice and instruction in the different types of context clues must be given. Constance McCullough suggests the following types:

Definition
Experience
Comparison or contrast
Synonym
Familiar expression or language experience
Summary
Reflection of a mood or situation

Use of context is usually combined with the sight method. Teachers must remember to keep the number of unknown words small if this method is to be successful. The sentence, "The boy had a ball and a bat," illustrates the fact that if a pupil knew everything but the word "bat," the unknown word might be revealed by reading the rest of the sentence. However, if the pupil did not know the word "ball" or "boy," there would be no way in which application of context clues would be helpful. Picture clues might also be used. Pupils would look at the picture and choose the sentence which applies.

Suggested Activities.

Pupils look at an illustration and choose the sentence which applies.

Riddles may be used for definition, also comparison and summary.

Exercises may be given in the form of a story, with blanks to be filled in by the pupil. Practice in the various types of clues can be included.

Pupils bring difficult words in context to the class for discussion. The class suggests meanings and tells what part of the sentence gave the clue.

Pupils compose questions in which certain clues have been placed, e.g.,

A new color TV set

The teacher reads a story and pauses at points to have the pupils supply the next word.

Phonetic Analysis. Phonetic analysis provides pupils with the skill of pronouncing words not known as sight words. It is but one part of word analysis in learning to read. Instruction in phonics must be differentiated according to needs of pupils and their ability to hear and see similar speech sounds.

Suggested Activities.

Determine auditory readiness by asking the pupil to select the one word which begins differently in a spoken list such as: moon, many, soon, make, mother.

Ask the pupil to listen to several words which begin alike and supply other words with the same initial sound.

Help children hear differences and similarities in beginning sound of words:

> Place four pictures on the chalk tray, three of which begin alike, e.g., towel, tire, turkey, mouse. Ask a child to name each picture. Then ask him to name the ones that begin with the same sound.

Draw pictures of five objects which begin with "b" or any other consonant. This may be a classroom project with the use of magazine pictures.

Check the pupil's ability to rhyme words. Give a word and ask the pupil to say a rhyming word. Pupils may be asked to find a picture to rhyme with another picture. This is basic in the construction of "word families."

Use a cut-out cardboard train with engine, car, and caboose to determine if the pupil can hear initial, medial, and final consonant sounds. Pupils place the words in the part of the train which show correct consonant placement. If the specified consonant is used initially it goes in the engine. If it is used medially it goes in the car. If it is used finally it is placed in the caboose.

Find, pronounce, and recognize words which use consonant blends and digraphs in the beginning, medial, and final position in words

*th*ink	wea*th*er	too*th*

Review rules for long vowel sounds. Put the right numerals and letters on the lines. This could be chalkboard or seat work.

cake	*coat*
I see ——— vowels.	I see ——— vowels.
I hear the vowel ———.	I hear the vowel ———.

Use pictures, a series of three, e.g., a lamp, a set of towels, and a tire. The pupil reads the following sentences and draws a circle around the picture which correctly completes the sentence as:

Mother went to the store.

She wants some yellow t————. The pupil would indicate "towels."

Give further practice in context reading. Multiple-choice sentences can be given that will cause the pupils to focus attention on the medial sounds:

The cat sat on the (rig, rag, rug).

The pig was asleep in the (pan, pin, pen).

Give practice on context clause to help pupils focus on the total word.

Multiple-choice sentences should be constructed that include initial and medial differences:

The bear was fast asleep in the (hat, log, leg).

The farmer was in his (bag, hat, hut).

Snow White was in the last (bed, led, bad).

On 3″ by 5″ cards, print words with different vowel sounds, such as pig, hat, wig, can, ran, sat, big, etc. Shuffle the cards and give four to each pupil. A small pack should be left face down on the table. The first player reads a word from any of his four cards. If another player holds a card that contains a rhyming word, he must give the card to the player calling for it. The next player receives a chance to call any of his words. When a player fails to get a card from any other players, he may draw from the pack on the table. If he still fails to get a rhyming word, or if he cannot read the card he has chosen, he must discard the card he called. The player with the most cards at the end is the winner.

Show how final "e" changes the sound and meaning of words. Final "e" makes the preceding vowel "say its own name." Whenever possible this should be dramatized or illustrated by pictures. For example: Show how to change "cap" to "cape." Hold up a boy's cap with the word "cap" pinned to it. Add the "e" to "cap" and remove from within the cap a doll's cape. Change "can" to "cane." A small cane may be withdrawn from a can at the addition of the "e."

Overcome difficulty in distinguishing between certain similar words, such as "band" and "hand" by constructing sentences, nonsense or otherwise, which contain the confusing words.

A band leader's hand must be very quick.

The sun shines on the shore.

The little children took care of the baby chickens.

In winter the weather is cold.

After reading the sentences, there may be discussion of word differences. The same activity may be used with letters which are confusing. Sentences may be written using such letters and practice may be given in noting letter differences.

Print groups of words on the chalkboard and direct the pupils to draw lines under the words which are the same as the key word above each column:

stone	*wall*	*winter*	*wanted*	*doll*	*shine*
stick	ball	wanted	whistle	doll	shore
stitch	tall	winter	would	ball	shake
stone	wall	winner	wanted	doll	shin
stint	mall	warmer	while	dole	shine

Drill on discrimination in words through questions with multiple choice answers. Place on chalkboard:

When did Peggy go to school?
in water
in winter
in wanted

Learn variations in vowel sounds:

long a—great
gate
weigh

short i—hid
build
sieve

Divide polysyllabic words into syllables. Find and pronounce the common phonetic elements:

D*ay*ton
Cr*ay*ton

p*ay*able
b*ay*onet

Teach silent consonants in specific combinations, e.g., "k" in knew, knee, etc.

At various stages of phonetic learning review, reteach or teach the elements of phonetic nalysis as indicated by results of formal or informal testing of phonetic skills.

Structural Analysis. Structural analysis provides another method for word study. Much of this skill is developed simultaneously with phonetic analysis. The main elements of structural analysis are syllabication, prefixes and suffixes, compound words, contractions, possessives and inflected word forms.

Structural analysis deals with both word variants and word derivatives. A word variant is a word that deviates from the root word according to usage. Word variants show inflections of the case, number, and gender of nouns, the tense, voice, and mood of verbs, and the comparison of adjectives and adverbs. Thus, variants of the noun "prince" are "princes" and "princess."

Word derivatives are words formed from root words through the addition of prefixes and/or suffixes—for example, "likeable" and "uncomfortable."

Pupils may learn compound words—for example, "something," through identification or recognition of the parts, and polysyllabic words through the aid of syllabication.

Suggested Activities

Read and pronounce familiar words. Learn that a syllable is either a vowel or a group of letters including a vowel sound. Pupils indicate after each word the number of syllables it contains.

Find words which divide between double consonants or between two consonants. List the words and sound the syllables:

hap pen com mand
ac ro bat

Learn that a single consonant between vowels usually goes with the second vowel:

ho tel ti ger
pu pil ce ment

Study and learn that generally consonant blends and digraphs are not divided:

tea*ch* er se *cr*et
wea*th* er a *gr*ee

Learn that word endings—ble, cle, gle, kle, ple, zle, dle, form the final syllable. List words so pupils recognize and pronounce each one. Point out the ease of spelling these words:

bub ble daz zle
kin dle spar kle
cir cle sprin kle
ve hi cle man tle

Pupils unlock words by looking for the root of a word containing a suffix. For example, in the word "careful" draw a line under "care," the part of the word that pupils already know. Then pronounce the root word and thereafter the new word.

Pupils make a list of words containing a given root, such as "walk," "walks," "walked," "walking."

On the chalkboard write a list of words with prefixes that mean "not," such as "unhappy," "impossible," and "irresponsible." Name words to add to the list, and draw a line under the prefixes that mean "not."

Learn the meaning of frequently used prefixes such as:

Prefix	Meaning	Prefix	Meaning
ab-	from	be-	about
ad-	to	dis-	not
com-	with	en-	in
de-	from	ex-	out

(It is suggested that pupils look in the dictionary for the many meanings of prefixes and suffixes).

Make new words by attaching these prefixes to root words. Learn that, generally, prefixes and suffixes form separate syllables.

Have the class make a chart with three columns. In the first column list common prefixes. In the second column list meanings for each prefix. In a third column write words in which the prefix has the designated meaning.

Learn the meaning of frequently used suffixes:

Suffix	Meaning	Suffix	Meaning
-ity	state of being	-less	not, without
-er	one who	-tion	the act of
-ant	one who	-ful	full of

Make new words by adding prefixes and suffixes. Did the meaning change? Write definitions.

The class makes a list of contractions with the words which are combined to form each contraction given opposite each contraction. Construct a crossword puzzle with answers which are contractions. The words from which the contractions are formed constitute the numbered list of words for the puzzle.

List words on the board such as "grandmother." Pupils look for the two words which make the compound words.

Pupils fold art paper in half. On one side of the fold one part of the compound word is printed and the word is illustrated. On the other side of the fold the second part of the word is printed and illustrated. These can be fastened together in booklet form.

Pupils can draw lines connecting the words in two columns which together form one word, for example:

grand	basket
worth	room
waiting	while
waste	mother

Write the new words formed.

Put words that might be used in forming compound words into a card holder. Pupils may combine these into compound words:

school
stairs
book
story
up
mother
grand
house

Pupils make as many compound words as possible from given single words, e.g.

house	*work*	*boat*
playhouse	teamwork	motorboat
household	workday	boathouse

Using Dictionaries. Primary children use a picture dictionary. For the younger pupils simplicity of organization is very important in both the arrangement of words in the dictionary and the illustrations. Once pupils have been helped in understanding how to use the picture dictionary, it becomes a self-help device. Primary children learn to think of the alphabet in sequence and determine which letter comes before and which letter comes after a given letter. This dictionary should be made readily available to the children and should be very attractive. Perhaps a reading table would be a good place for this. Pupil-made picture dictionaries can be of great value. These may be made of pictures drawn by the pupils or cut from magazines.

The formal study of the dictionary is begun at the fourth grade level in most schools. Readiness for dictionary usage has been developed in the primary grades through the use of picture dictionaries, practice in alphabetizing words to the first, second, and third letters, and the building of children's phonetic and structural analysis skills. To the intermediate-grade pupil the dictionary is an indispensable tool for learning the pronunciation and meaning of new words he encounters in all subject areas.

Suggested Activities

Make dictionaries containing words and illustrations on cards. Pupils may arrange these in shoe boxes used as files and expand them as the need arises.

Make a very simple dictionary with or without pictures on the writing paper. Notches may be cut or tabs pasted on to locate the letters. Words may be added as learned or needed. These could be kept in the desk, and pupils could add any new words learned. Use these for reference in writing creative stories.

Pupil chooses a letter and calls on someone to give the letter that comes before or after the chosen letter. The pupil called on becomes the leader if he gives the letter correctly.

Alphabetize spelling words, children's names, vocabulary lists and other items.

Pupils make name cards. Place the cards in a large box. Form two or three teams. The first member on each team draws five name cards face down. At the signal "Go" each sets his cards in alphabetical order in the chalk tray. A point is given for the first to finish correctly. The other members of the team repeat this.

Workbooks. The selective use of the reading workbooks is an important aid in development of word recognition skills. Reading authorities suggest that activities involving judgment or opinion are better developed in actual experience with stories or informational materials. Workbook lessons are designed to follow-up and strengthen concepts developed in the regular reading lesson. Therefore, the workbook pages must be used during or immediately following the development of the story or selection in the basic text. Workbooks also provide good opportunities for evaluating progress from day to day and for clearing up many small misunderstandings before they become fixed. The workbooks develop comprehension and word recognition skills

In regular reading group as needed
For individual children who have been ill
For children who transfer from another school system
With those having temporary difficulty
In special practice groups
For special groups working on informational reading skills such as finding answers, using table of contents

Sample Lesson Plan
Word Study Skills
Phonetic Analysis

With the teacher:

List on the chalkboard words from a story being read presently or words compiled from stories which have been read:

meat
clean
easy
beans
leak
sea
reach
speak

Have pupils pronounce words. Use words in sentences to determine understanding of meaning.

Call on different pupils to underline the vowels alike in each word.

Ask how many vowels are in each word and how many are pronounced.

Elicit that often when two vowels are together, the first vowel is pronounced and the second is silent.

Ask what sound of "e" is heard in these words.

Discuss exceptions, such as search, read, spread.

Continue with vowel digraphs, such as, "ai," "ee," "oa," in words.

Follow-up exercise:

List these words on the chalkboard or on a duplicated sheet:

tail
street
clean
paint
beaver
meat
feel
mail
coat
straight
road
train
load
leak
keeper
week
seem
easy
boat
goat

Direct pupils to fold papers in four parts and head the columns—ea, ai, ea, oa. Then place the words in the correct columns.

Study Skills

Study is the process of acquiring knowledge and understanding by one's own efforts. Study, thus defined, is one of the chief requirements for a rewarding intellectual life, both during and after one's period of schooling. Learning to learn, therefore, like learning the facts of geography or the processes of mathematics, loses nothing through presentation in a stimulating, interesting, and pleasant manner. The teacher should be concerned with making better students by whetting desire, igniting interest, and spurring curiosity in learning situations.

Those who study inefficiently, whether with or without a plan, see others surpass them in school and often conclude that their own mental capacities are low. Even the maturing pupil is seldom capable of diagnosing his difficulty with accuracy. Reading alone is not the cause of failure. While lack of skills in reading is a contributing factor, investigation by a clinical specialist shows this slowness to be a symptom of an unsystematic and disorganized approach to study—not the cause of failure.

Establish a Purpose in order to

Comprehend and organize what is read.
Follow directions in preparing an assignment.
Review previous lesson as a preparation for the new assignment.
Locate and select pertinent information.
Extend present knowledge in content areas.
Develop word study skills which enrich and extend word meaning.
Strive for excellence in achieving goals.
Read for enjoyment.

Understand What Is Read

Determine the central idea in a story.
Follow the development of ideas in the selection being read.
Identify the essential details.
Exercise caution to avoid becoming absorbed with details to the exclusion of the central idea.
Find definite answer to questions.
Before reading a new selection, recall background information.
Notice the illustrations and examples that are used.
Predict the ending of a story before it is finished.
Make generalizations about what is read.
Check for accuracy.
Develop the habit of criticizing what is read.

Retain What Is Read

Make notes on pertinent information gleaned.
Outline what is read.
Transfer mental outline of main points in story or selection to written form giving as many details as possible.
After having read a paragraph, a section, or a chapter,

write or give orally a summary of the important points.
Note sub-titles and jot down pertinent information under each.
Note topic sentences mentally or write down key words.
Make sketches, diagrams, tables, or word lists to aid recall of facts.

Locate Information by Using

- Table of contents
- Index
- Glossary
- Card file and materials in library
- Resource materials, such as the dictionary, encyclopedias, reference books, magazines
- Skimming for general ideas
- Scanning for pertinent information

Understand the Vocabulary of the Topic

- Write the new words.
- Keep a notebook of new words:
  - Dictionary definition
  - Sentence illustrating usage.
  - As list grows, arrange words in alphabetical order.
- Develop skill in using the dictionary:
  - Learn alphabet in serial order.
  - Learn letters which come before and after each letter of the alphabet.
  - Alphabetize words by first, second, third, and fourth letters.
  - Use guide words in dictionary.
  - Note different kinds of information given about words:
    - Pronunciation
    - Diacritical marks
    - Multiple meanings
    - Synonyms
    - Antonyms
    - Derivations
- Discriminate among the meanings of words by examining their use in the sentence.
- See how many meanings can be attached to a word.
- Use context clues for unfamiliar words.

Learn meanings of common prefixes and suffixes.
Try to understand new words through recognition and use of prefixes and suffixes.
Attempt to identify the meaning of a word through an understanding of root meanings.
Practice using synonyms.
Study sense-appealing words.
Read widely and note new words.
Develop different interests.
Plan interesting and varied experiences
  School excursions
  School and community activities
  Development of desirable hobbies

Recognize the Importance of Silent Reading in

Comprehension
Development of critical thinking:
  Determining accuracy of present findings
  Appreciating the author's point of view
  Thinking through the rationale of author's statements
  Developing the ability to interpret author's choice of words
  Practicing self-discipline in giving undivided attention consistently to the author's ideas
  Appreciation of the beauty in language
  Recreation and enjoyment
  Enlarging horizons
  Relating what is read to one's individual life experiences

Recognize the Importance of Oral Reading for

Enjoyment of both rhythm and rhyme
Appreciation of figurative language
Choral speaking
Pleasure it gives to others

Recognize the Importance of Speed in Reading

In both oral and silent reading comprehension, vocabulary, speed, and accuracy are involved. Speed must be adjusted to the nature and difficulty of material, the maturity level of the pupil, and the purpose for which material is being read. Rate of reading differs among individuals. The rate will differ also in oral and silent reading.

In increasing speed it is important to overcome habits which interfere with performance, such as

- Increasing eye-span by reading in thought units
- Improving rhythm of the return sweep
- Overcoming regressions and reversals by helping pupils move on at fixation points
- Reminding pupils to read with lips closed until the habit of lip movement is corrected
- Using a marker instead of finger-pointing to develop smoothness.

Speed may be increased by use of

- Laboratory equipment
- Hand-made tachistoscopes
  - A window is cut in a cardboard 9 x 6 inches, through which a strip 4 x 18 inches long may be moved up and down. Difficult words for the pupil are printed on the strip. The strip is manipulated so that each word appears briefly in the window and the child tries to identify each one. This can be used in a teacher-pupil or a child-to-child relationship.
  - Flash cards on which vocabulary words are printed may be used to increase response. Usually this procedure is begun by showing words slowly and increasing the speed with which they are flashed as the child gains confidence.
  - Skimming to preview a story may be used to increase speed in a variety of ways, such as
    - Previewing a story or selection
    - Glancing at headlines in a newspaper to see if there are some about which more information is desired
    - Finding a page or topic in a table of contents
    - Finding one particular bit of information from a selection
    - Finding the main idea in a story.

Timed Reading Practice

Materials may be commercial, prepared, or chosen by the teacher from books with which the children are working. The time allowed is determined, usually three minutes. Ten comprehension questions are prepared in advance for easy scoring, a score of ten being allowed for each correct answer. The number of words read during a given time, divided by the number of minutes determines the number of words per minute. Pupils record scores for number of correct answers and number of words read per minute on their individual charts and note improvement in rate and comprehension as subsequent tests are given.

Individual Check Chart of Reading Skills

Evaluate your progress each grading period by marking "yes" or "no." When you use the Individual Check Chart of Reading Skills, write the date above the column used. This is your own self-analysis.

	I	II	III	IV	V	VI
1. Do I think about the whole assignment before beginning to read?						
2. Do I follow directions?						
a. Find the main idea?						
b. Find the correct word, phrase, or sentence that answers the question?						
c. Tell the order of what happened in a story?						
3. Can I tell why I agree or disagree with what is read?						
4. Am I able to see the relationship of one topic to another?						
5. Can I outline a section which I have read?						
6. Am I able to skim through an article for useful material?						
7. Have I learned to relate similar ideas from other books or sources?						
8. Can I distinguish important points from minor details?						
9. Do I read rapidly and with clear understanding?						
a. Do I adjust my rate of reading to the purpose of the reading and to the difficulty of the materials?						
b. Do I read by thought phrases rather than by a word at a time?						
c. Do my eyes move quickly and easily across a line of print, dropping to the next line rapidly:						
d. Do I avoid pronouncing the words while reading?						
10. What do I do when meeting new words?						
a. Am I able to use prefixes, suffixes, and sounds to unlock the pronunciation?						
b. Do I try to discover the meaning of new words from the way they are used?						
c. Do I look up their meaning in the dictionary?						
d. Do I make new words a part of my own vocabulary and use them in speaking and writing?						

Aids in Studying

Additional material follows from which teachers may select parts to develop lesson plans to meet needs of pupils in developing good study habits.

1. *Physical Conditions for Study*
   - a. Physical fitness
     - (1) Food
     - (2) Exercise
     - (3) Sleep
     - (4) Avoiding fatigue
     - (5) Correction of chronic ailments
   - b. Environmental Conditions
     - (1) Definite time and place for study
     - (2) Proper lighting
     - (3) Adequate equipment and suitable materials
     - (4) Proper heat and ventilation
     - (5) Quiet place
     - (6) Free from distraction

2. *Attitudes and Qualities*
   - a. Attention
     - (1) Concentrate on job.
     - (2) Have self-confidence.
     - (3) Use persistence.
     - (4) Avoid unnecessary and impossible tasks.
   - b. Stimulation
     - (1) Have interests and incentives.
     - (2) Know your aims.
     - (3) Relate your work to larger goals.
     - (4) Avoid monotony.
   - c. Establishing goals
     - (1) Use the problem-solving approach.
     - (2) Keep an open mind.
     - (3) Apply conclusion to other situations.
     - (4) Develop patience.
   - d. Planning
     - (1) Have a definite schedule.
       - a. Choice of subject to study first
       - b. Regularity of study period
     - (2) Analyze work.
     - (3) Keep time record.

- e. Evaluation
    - (1) Check your work standards.
    - (2) Check your methods.
    - (3) Analyze your attitude.

3. *Preparing Assignments*
    - a. Reading
        - (1) Establish purpose.
        - (2) Read for accuracy.
        - (3) Improve speed.
        - (4) Increase vocabulary.
        - (5) Adapt style of reading to purpose.
        - (6) Read whole assignments.
        - (7) Reread carefully.
        - (8) Study paragraph headings.
        - (9) Make summaries.
        - (10) Ask yourself questions.
    - b. Problem-solving
        - (1) Know the problem.
        - (2) Get the facts.
        - (3) Reach trial conclusion.
        - (4) Test hypotheses.
        - (5) Reach final conclusion.
    - c. Outlining and Note-taking
        - (1) Organize materials.
        - (2) Make short outline.
        - (3) Write detailed outline.
        - (4) Take accurate, concise notes.
        - (5) Avoid haphazard arrangement.
    - d. Memorizing
        - (1) Know the purpose.
        - (2) Know the meaning.
        - (3) Have short practice periods.
        - (4) Keep a progress record.
    - e. Reviewing
        - (1) Review periodically.
        - (2) Use notes.
        - (3) Make outlines.
        - (4) Answer questions.
    - f. References
        - (1) Use library books
        - (2) Dictionary

    - (3) Periodicals
    - (4) Bibliographies
    - (5) Footnotes

- g. Writing Reports
    - (1) Choose worthwhile topic.
    - (2) Limit the subject.
    - (3) Organize materials.
    - (4) Make a temporary outline.
    - (5) Use accurate vocabulary.
    - (6) Be accurate.
    - (7) Give authors the credit when due.
    - (8) Keep all standards high.
    - (9) Write first draft.
    - (10) Check very carefully the thoughts, punctuation, spelling, and grammar.
    - (11) Revise written reports.

Chapter Five

Evaluation

Evaluation of the Reading Program in the Total School System

The aims of a school reading program in today's world must reach beyond the mere acquisition of skills which aid the child "to break the code." The top administrator of the school system, the supervisory personnel and consultants, teachers, the school board, parents, school patrons, and the public at large should be concerned with what is happening in reading for young pupils and older students. The school system which is involved in continuous appraisal of growth in the reading skills and abilities of the pupils, of change in their attitudes, values, and methods of approach in their quest for knowledge, and the quality of the critical thinking done by school students may be making the most important contribution of all to society.

Administrators and supervisors at various levels in a school system and other interested personnel need to evaluate the quality of their school system's total reading program periodically. The following checklist provides guidelines for the evaluation program. The statements indicate tasks for which the administrator, supervisor, consultant, or teacher is responsible. In a small school system the number of available personnel assigned to reading instruction may be fewer than indicated in this checklist. In this case the tasks must be combined into one job. The performance of each one of these tasks is recommended for a good total school reading program. Different combinations or recombinations of tasks may be acceptable. Few of the suggested steps, however, can be eliminated without detriment to the school reading program.

The Administrator

	Excellent	Fair	Poor
Makes financial provision in the school budget for adequate personnel to initiate and maintain a comprehensive reading program for pupils and students at all grade levels in the system.	———	———	———
Provides for adequate personnel to initiate and maintain a remedial reading program for students with reading problems or disabilities.	———	———	———
Includes provision for personnel who will set up and maintain specialized services in reading for a typical pupils, mentally and physically handicapped children, and gifted children.	———	———	———
Secures supervisory personnel who will coordinate and direct the several programs and services in the reading area.	———	———	———
Arranges for or personally conducts a public relations program designed to explain and publicize the work done in the reading programs.	———	———	———
Budgets adequately for the purchase of materials and equipment used in the reading programs.	———	———	———

Director of Elementary Curriculum

Coordinates the work of the reading director and the remedial reading specialist.	———	———	———
Interprets the several reading programs for administrators in local school buildings.	———	———	———
Arranges for the purchase of materials and equipment used in the reading programs.	———	———	———
Arranges for the purchase of tests and testing equipment used in the reading testing program.	———	———	———
Consults with administrators in local school buildings and interprets promo-	———	———	———

	Excellent	Fair	Poor
tion policies which are affected by reading performance of pupils.			
The Reading Director			
Conducts workshops and demonstrations for the orientation of new elementary and secondary teachers entering the school system.	———	———	———
Plans workshops, practicum, and demonstrations for the in-service education in reading instruction of teachers employed by the school system.	———	———	———
Confers with administrators and regular classroom teachers concerning provision for individual differences in reading among pupils and students. The range in such provisions is usually Grouping Ungraded Programs Individualized Reading Remedial Reading Classes Programmed Instruction Classes for slow learning children Classes for gifted children Classes for handicapped children	———	———	———
Functions as coordinator for Library Services, administrators, and teachers.	———	———	———
Supervises the administration of the formal testing program in reading.	———	———	———
Consults with regular classroom teachers, remedial reading teachers, and special education teachers.	———	———	———
Makes results of research studies available to classroom teachers and suggests practical application of findings.	———	———	———
Encourages classroom teachers to engage in action-research.	———	———	———
Evaluates the regular reading programs and the special and remedial reading programs throughout the school system.	———	———	———

	Excellent	Fair	Poor
Communicates results of formal testing programs to the curriculum directors.	———	———	———

The Administration in the Local School

	Excellent	Fair	Poor
Assists in the coordination of Library Services with classroom teachers' reading instruction program.	———	———	———
Coordinates the work of the reading director and the work of the classroom reading teachers and the remedial reading teachers.	———	———	———
Advises and counsels classroom reading teachers and the remedial reading teacher concerning promotion of pupils with reading problems.	———	———	———
Provides leadership and incentive for a building program which develops the language competence and verbal facility of the pupils.	———	———	———

The Classroom Reading Teacher

	Excellent	Fair	Poor
Plans an informal program of diagnosis and evaluation in reading.	———	———	———
Provides for individual differences in reading among pupils.	———	———	———
Groups pupils with similar reading levels and capacities.	———	———	———
Uses supplementary and enrichment materials as well as basal materials with advanced pupils.	———	———	———
Uses easy, interesting materials, games, and devices with pupils reading below grade level.	———	———	———
Encourages extensive individualized reading.	———	———	———
Devotes wisely proportioned periods to a word recognition and vocabulary study program for all pupils and students.	———	———	———
Practice and drill in recognition of sight words	———	———	———

	Excellent	Fair	Poor
Practice and drill in application of phonetic and structural analysis in word recognition			
Enlargement and enrichment of vocabulary			
Maintains an on-going program of interpretation of printed and written material and orally presented material.			
Calls attention to the technical language and the style of writing and reporting in materials of the specific curriculum areas.			
Assists students to build concepts, to identify facts, and to make generalizations in the several curriculum areas.			
Indicates to parents the status of reading skills and abilities of individual pupils.			
Makes suggestions to parents concerning help and encouragement that they might give to pupils in reading.			
Recommends, when necessary, special family attention to vocabulary building, correction of grammatical errors, and provision of opportunities for children to talk and to write in social situations.			
Administers a formal program of testing in reading.			

Remedial Reading Teacher

Collects information on children with reading problems which includes test scores, health records, family background, school performance, emotional and character traits, and records of special services rendered to the pupil such as psychological testing or work with a speech therapist.			
Makes a diagnostic study of each pupil's reading problems.			

	Excellent	Fair	Poor
Plans a program for each pupil pointed toward elimination of his skill deficiencies.	______	____	____
Provides material suited to the reading abilities and interests of the pupils.	______	____	____
Evaluates the progress of each pupil in terms of specific skills learned, specific abilities improved, improved test scores, newly awakened or increased interest in books, and changed attitudes toward reading.	______	____	____
Reports results of remedial work to parents, building administrator, and classroom teachers.	______	____	____

Evaluation of Pupil Growth and Development

The use of a checklist helps to determine if all the elements and practices of a good total school reading program are existent and functioning. The best advertisement for any reading program may always be stated in terms of results. The proof rests in the competency of pupils in reading in relation to their capacity to achieve. Evaluation of the total reading program must include evaluation of pupil performance. For this it is necessary to return to the evaluation of individual pupil performance in a classroom or to the evaluation of the performance of a group in reading in the several buildings of a school system.

Initial Diagnosis. When pupils are informally evaluated on reading performance at the beginning of a school year, some children are not doing as well as might be expected. For various reasons, they are having difficulty in reading and the need for more intensive diagnostic evaluation is evident.

Diagnostic Materials

1. Commercial diagnostic tests of reading are available and should be used when the situation warrants. They should be selected and interpreted in the light of their purpose.
2. These tests are usually specific in nature, designed to appraise in detail some single aspect of the total reading process, such as vocabulary, word analysis, or basic comprehension skills.

Informal Materials

1. Informal diagnostic devices are more flexible.
   a. Check of child's command of the basic vocabulary. Inability to recognize at sight at least 220 basic words precludes reading success.
   b. A teacher-devised test, or a page from a workbook including phonetic and structural analysis skills previously taught, may be used as a diagnosis of word recognition skills.
   c. An Informal Oral Reading Inventory may be conducted using 100 to 150 word selections from graded readers, progressing from lower levels to higher. Questions on both ideas and facts are asked to note comprehension. The instructional level for the pupil will be the grade of book in which the pupil can read without missing more than 5 words in each 100 and in which he had 75 per cent comprehension.
2. A continuous and diagnostic evaluation of all aspects of skills development is necessary in order to detect danger signals and to provide appropriate reteaching.
3. Good teaching includes diagnosis in each lesson.
4. Additional data can be obtained from anecdotal records, health records, cumulative records, case histories, and work samples of the pupil.

Periodic Evaluation. Evaluation of pupil performance in reading by means of standardized tests is one aspect of the total reading evaluation program.

Standardized Materials

1. Standardized reading tests provide basic data for appraising the reading level of pupils.
2. Standardized tests do not provide differentiation between independent, instructional, and frustration reading levels; therefore, they are not used for placement of students at instructional reading levels.
3. Use of percentile ranks or stanines is preferred to grade equivalent norms because of the greater ease and accuracy of interpretation.
4. Group reading tests do not include a measure of oral reading ability.
5. Results of formal testing programs are made available

to Curriculum Directors and the Administrator of the school system.

Informal Methods

1. Teacher judgment is a valuable and important kind of evaluation in the reading program.
    a. A teacher may work out specific objectives for children in a class and prepare check lists, rating sheets, and other devices to aid in a systematic appraisal of behavior that represents each pupil's status with regard to these competencies.
    b. These aspects of reading achievement can be appraised best by observation.
        methods of attack on words
        proportion of time spent on reading activities
        interest in and attitude toward reading
        techniques used in selecting a book to read independently

Sequential Development of Language and Reading Skills and Abilities

Self-evaluation by individual pupils is an important part of evaluation. When a pupil is actively involved in the process of evaluation, better results are usually obtained.

The teacher may wish to use a checklist in order to plan for continuity in the sequential development of reading and language skills and abilities and to evaluate this development. The following checklist may serve as a guide for the formulation of similar but more specific checklists in individual schools.

	Yes	No
1. The beginner in school gives evidence of readiness for formal instruction in reading.	——	——
Is able to adjust to classroom situations.	——	——
Handles books with ease.	——	——
Is growing in ability to give sustained attention, to evaluate ideas and materials, and to follow directions.	——	——
Has good command of oral expression—tells stories, handles sequence of ideas and events well.	——	——

	Yes	No
Makes accurate auditory discriminations—identifies sounds, perceives rhymes and beginning and ending sounds.	——	——
Makes accurate visual discriminations—recognizes own name and likenesses and differences, perceives details in pictures and relationships, reads experience charts with help.	——	——
Is developing left to right eye movement.	——	——
Uses listening skills.	——	——
2. The beginning reader gives evidence of continuing language development and initial grasp of reading techniques.	——	——
Recognizes sentences.	——	——
Perceives main idea of selections read or told by teacher.	——	——
Is growing in recognition of sequence of events—organizes pictures and sentences in correct order, uses alphabetical order to some extent.	——	——
Predicts outcomes and draws conclusions from stories.	——	——
Clarifies concepts and uses own experiences in interpreting ideas.	——	——
Makes up stories about pictures.	——	——
Uses newly learned words in conversation and in writing.	——	——
Is building a basic sight vocabulary.	——	——
Is increasing eye span in reading and making accurate return sweeps to succeeding lines.	——	——
Uses picture and context clues.	——	——
Is learning initial consonant sounds and long and short vowel sounds.	——	——
Is learning word changes resulting from additions of s, es, ed, and ing and several prefixes and suffixes.	——	——
Gives evidence of understanding what he reads by discussing events and characters, telling experiences of his own related	——	——

	Yes	No
to reading, differentiating between real and fanciful, reading aloud with expression.		
3. The pupil in the primary level now listens, speaks, and reads with some ease and conscious mastery. The pupil gives evidence of enjoyment and familiarity with the tasks of these language areas. The pupil is learning and making intelligent use of the mechanics of handwriting. He is beginning to perceive the expressional possibilities in writing.	——	——
Thinks about, understands, and evaluates what is said during listening times—recognizes the mood of the situation, responds to what is said, asks good questions, follows directions accurately.	——	——
Recalls main ideas and details, names of characters, events, and ideas in sequence.	——	——
Expresses ideas in whole thought units and is beginning to show relationship of ideas in sentences.	——	——
Contributes to group experiences and talks with others.	——	——
Differentiates between conversation and discussions.	——	——
Has a definite thing to say which relates to an idea under discussion and has some concept of limiting the scope of a subject.	——	——
By the third grade, has few, if any articulation errors, gives evidence of being aware of correct pronunciations, considers audience by employing adequate voice volume appropriate to situation, and uses some care in enunciation.	——	——
Gives evidence of desire to spell correctly and interest in use and meaning of new words. Keeps and uses alphabetized list of troublesome words. Illustrates meaning of words by pictures.	——	——

	Yes	No
Makes free and wide use of all kinds of words in written expression, relying first upon the teacher for help in spelling, later using self-help materials in order to spell correctly.	___	___
Has made the gradual transition from oral expression dictated to the teacher and copied, to the writing of a few words or one or two sentences independently and adding them to dictated material.	___	___
Is moving toward imaginative, independent development of an idea, writing spontaneously with evident personal satisfaction.	___	___
Shows versatility in word attack, using context clues, small words in large words, phonograms, initial consonants and consonant blends, vowel sounds and sounds of vowel combinations, and some syllabication.	___	___
Combines phonetic and structural analysis.	___	___
Is learning new words, forming derivatives by adding prefixes and suffices such as dis, de, im, ex, pro, and tion, ous, and ure.	___	___
Employs reading for oral presentations, storytelling, dramatization, and other expression. Gives evidence of interest in reading by laughing or other reactions while reading.	___	___
Asks to share his story with group or individuals or with teacher.	___	___
Gives evidence of recognition of an adequate number of words — interprets meaning of words in discussions, in test situations, in study lessons, and in own reading.	___	___
4. The pupils in grades four through eight now employ listening, speaking, reading, and writing skills and abilities for an increasing variety of purposes.	___	___

	Yes	No
Responds to material heard by assimilation, evaluation, comparison, enjoyment, and modification of ideas.	——	——
Communicates formally and informally with others,—speaks clearly without rambling, is effective in discussions, giving directions, and dramatization.	——	——
Is selective in choosing facts from references omitting unnecessary details.	——	——
Uses reading experiences as a source for exchanging ideas with classmates.	——	——
Is learning paragraph structure and note taking and the relationship of these skills to outlining.	——	——
Uses a variety of word attack skills in working out new words—context clues, syllabication, phonetic and structural analysis, and the dictionary as a check.	——	——
Participates in the aesthetic and emotional experiences presented by the author.	——	——
Uses school and public library for recreational and study purposes.	——	——
Learns to read maps, graphs, charts, diagrams, signs, timetables, formulas, and other types of practical material.	——	——
Is developing speed and flexibility through reading a variety of materials for various purposes.	——	——
Is learning to determine the organizing idea of an article or chapter and to relate details to it. Perceives author's pattern of thought.	——	——
Is learning to read critically, distinguishing the essential from the nonessential, noting discrepancies and propaganda, distinguishing fact from opinion.	——	——
Draws inferences and conclusions.	——	——

General Recommendations

School systems from time to time feel the need of major revisions in curricular programs. A good beginning step is writing a statement of policy or a statement of philosophy. The following general recommendations may serve as a guide to the initial step in program planning.

1. The reading program should be consciously directed toward specific valid ends which have been agreed upon by the entire school staff.
2. All administrative and supervisory personnel and teachers should recognize that development in reading is closely associated with development in other language arts.
3. Reading activities for children need to be coordinated with other aids to child development.
4. Reading at any given level should be part of a well planned total reading program extending throughout all the elementary and secondary levels.
5. The reading program should afford at each level adequate guidance of reading in all the aspects of a board program of instruction—basic instruction in reading, reading in the content fields, literature, and recreational reading.
6. The reading program should provide adequate adjustments to the widely different reading needs of pupils and should make special arrangements for handling cases of extreme reading disability.
7. Provisions should be made for frequent evaluation of the outcomes of the program and for such revisions as will strengthen weaknesses discovered.

Chapter Six

Improving the Reading Program

No community can let its reading program rest on a fine reputation. Improvement is the quest of every educator.

The reading program involves children, ideas, materials, methodology, and teachers. Improvement can come only in these areas.

An awareness of problems, active interest in finding ways of solving these problems, close communication among administrators, teachers, pupils, parents, and the community in general supply the guidelines for the formulation of new approaches and the use of new materials. When these new ideas and materials prove effective in promoting the goals established by and for the participants, they become a permanent part of an improved reading program.

In-Service Training for Teachers

What are some of the newest trends in reading instruction and what are their objectives? In-service training is only one of many approaches to help answer this question as well as help in the improvement of teaching. While in-service training is not limited to reading or any single subject area, its application to any curricular area is an important one. To organize in-service programs in the field of reading, a consultant with the assistance of skilled and interested teachers will plan general faculty workshops and staff, grade, and department conferences relative to various critical skills areas.

If there is no reading consultant in the school system, an assistant to the principal or a teacher with special skills and interest in this field may be assigned the responsibility for program arrangements. All members of the professional staff are involved in the teaching of reading, and it is most important that each recognize his responsibility as a part of the total integrated program.

In the more formal in-service meetings, a course of study is planned and often an authority on the subject being explored is brought in. These studies center around new materials and new methods. There was, of course, a time when both materials and methods remained so nearly static that a teacher once trained was considered adequately prepared in his area for several years. We know this is no longer true. With the present intensive studies being carried on in every field and subject of the curriculum, changes take place almost daily. New concepts, new methods, new facts, and new objectives appear so rapidly and so constantly that teachers must have ready access to information and instruction throughout the school year. They cannot wait for appropriate summer or evening courses to inform them. Therefore, it is essential that in-service training be planned as the needs arise in order that teachers may be immediately informed about new materials and methods of using new materials.

In-service training is valuable in the following ways:

1. It affords opportunity for exchange of ideas.
2. It provides better sequential planning.
3. It informs teachers of new materials.
4. It explores new methods and improves old ones.
5. It improves teacher morale.

Several methods of in-service training are called upon for a total developmental program.

1. College level courses
    a. Credit courses on campus with general emphasis.
    b. Courses for credit on campus designed especially for teachers and slanted toward special areas.
    c. Various institute programs.
    d. Non-credit courses, drive-in conferences and workshops.
2. In-service programs for teachers in schools with outside speakers.

3. Informal courses without outside help. A good local leader is used in this approach.
4. Self-study by teachers using correspondence, TV courses, or special published materials.
5. Intervisitation. This is always a helpful approach, allowing teachers to gain new perspective and ideas.

Four points that should be considered in initiating a program of in-service training are

1. There must be a sufficient number of interested teachers in a system or in a group of cooperating systems.
2. The school system must be financially prepared to support such a program.
3. Adequate time compensation must be given to allow teachers to participate in such a program.
4. The program must grow from a need and through the desire of teachers. Administrative initiation alone is often left unimplemented.

Good Use of Materials

Progress in reading is determined by the quantity and quality of what is read as well as the type of teaching involved. The proper quality of material appropriately assigned may help to increase the quantity read. Educators must insure this quality through the process of realistic, objective, and comprehensive evaluation of the materials used in the classroom.

The list of available materials is phenomenal. Not all published materials can be considered excellent for every situation; therefore, the evaluation of reading materials must be an essential part of every reading program. Unfortunately, this task is often neglected, and children fail to reach the goals of reading instruction because of inappropriate materials.

Evaluation and selection of materials for a reading program must be done with regard for the goals of the program. To do otherwise is wasted time and effort. If the teacher, or school system, has not previously determined the goals for the reading program, a consideration of the goals formulated by the Department of Classroom Teachers and The American Educational Research Association would be in order. In addition to the goals which are established, consideration should be given to the group for which they are being selected. This involves the reading level, the purpose, the needs, and the motivation of the group.

A checklist for the use of those evaluating is suggested as follows:

1. *Reading Various Types of Selections*
    a. Does the material give pupils an opportunity to read various types of important reading and are all types of reading materials represented?
        (1). Biography
        (2). History
        (3). Science, biology, etc.
        (4). Social Sciences
        (5). Art
        (6). Community life
        (7). Poetry
        (8). Drama
        (9). Fiction
        (10). Fable
    b. Is the material current and up-to-date?
    c. Are non-fiction articles factual and accurate?
    d. Are any types of important reading matter neglected?
    e. Are any types of important reading matter given too much space?

2. *Various Interest Levels*
    a. Are selections interesting to various children?
        (1). Boys more than girls
        (2). Girls more than boys
        (3). Pupils with strong literary inclinations
        (4). Adaptable to the local interests of pupils
        (5). Pupils who are usually uninterested in books
        (6). Rural school pupils
        (7). City school pupils
        (8). Foreign born children
        (9). Understanding of various races
        (10). Adaptable to an integrated classroom
    b. Is the socio-economic level of the pupils compatible to certain parts of the reading material?
    c. Does the material stimulate interest in reading?
        (1). Is the action interesting?
        (2). Are the characters interesting and realistic?
        (3). Are the problems faced interesting and realistic?
        (4). Is the necessary repetition made interesting?
        (5). Is the frame of reference of each selection within pupil experience?

- (6). Are selections of animal life interesting and factual?
- (7). Is personification handled intelligently?
- (8). Are selections included for enjoyable humor?
- (9). Are selections included that include the supernatural, the fairy tale?

d. Does the material meet the standards of literary quality?
- (1). Interesting and appealing
- (2). Timely and scientific
- (3). Well organized
- (4). Viewpoint of author or authors consistent
- (5). Varied in content and style
- (6). Meets library standards of quality

3. *Vocabulary Needs*

a. Primary grades
- (1). Is vocabulary taken from a standard list of words?
- (2). Is the vocabulary adaptable to the level and interests of the pupils?
- (3). Are new words added gradually?
- (4). Is sufficient repetition of words provided?

b. Intermediate and upper grades
- (1). Do the later books make use of vocabulary developed in earlier ones?
- (2). Is the repetition of words properly distributed?
- (3). Are the books so organized that phonetic skills can be developed in association with vocabulary?
- (4). Are pupils made aware of word meanings in various context?

4. *Improving Character Traits*

a. Consistency
- (1). Are character traits emphasized throughout the selections?
- (2). Are both favorable and unfavorable traits presented?

b. Traits displayed
- (1). Are there examples of kindness, faithfulness, loyalty, and sympathy?

(2). Are the selections adaptable to character study?
(3). Are heroism and courage displayed by the characters?
(4). Does the material possess a wholesome social and moral tone?
(5). Are such traits as good sportsmanship, thoughtfulness, sincerity, and the rights of others depicted?

5. *Teacher's Manual*

a. Do manuals provide:
(1). A statement of the author's philosophy
(2). An overview of the program
(3). A usable, well-organized format
(4). A lesson plan for selections
(5). Activities to develop skills in
(a). Word study
(b). Comprehenson
(c). Creative reading
(d). Critical reading
(e). Work study skills
(f). Literary appreciation
(6). Methods for individualization in teaching
(7). Suggestions for enrichment activities and correlation with other content areas
(8). Techniques for daily evaluation of the pupil's learnings, his positive attainments, his mistakes, his misunderstandings, his failures, and his weaknessess
(9). Suggestions for audio-visual materials
(10). Directions for the construction and use of teaching aids
(11). Methods to encourage competency and enjoyment of reading
(12). Inspiration and growth for teachers
(13). Stimulation for teacher creativity

6. *Physical Make-up*

a. Size of book
(1). Are weight and size convenient to handle?
(2). Is the size appropriate for the grade level?

b. Binding
    - (1). Is it flexible, durable?
    - (2). Is the cover design attractive?

c. Appearance of pages
    - (1). Are margins, length of line, size of print, and spacing appropriate for the grade level?
    - (2). Is the quality of paper adequate?

d. Illustrations
    - (1). Are the illustrations artistic?
    - (2). Do the illustrations enhance the pupil's understanding of the reading material?
    - (3). If colors are used, are they true to life?

After materials have been selected, the proper use in the classroom becomes the next concern. The use depends upon the type of material being employed. The teacher must be aware of these factors:

The reading level of each child

The distribution of these levels in relationship to the group

The specific reading strengths and needs of individual children

The basal program includes the child's reader, the teacher's manual, and the workbook. A set of basal readers may consist of 10, 12, 15 books, according to the groupings within the room. Supplementary readers, a class library for individualized reading, phonics workbooks, textbooks in other curriculum areas, informational books, experience charts, teacher-made materials, and child-made materials are desirable in addition to the basal readers.

The general structure of lesson planning remains basically the same throughout the grade levels: preparation, silent reading, oral reading, elated activities and enrichment activities. Developmental reading instruction is based on the concept of readiness for learning and the sequential treatment of reading skills. It begins in the primary grades and is pursued through the upper grades as the needs of the students dictate. Readiness should never be considered in the singular. It should, therefore, be continually re-examined, fostered and sponsored—and never left to chance. Apathy and lack of concern in regard to readiness and the inability to accept the idea of treating its re-occurrence throughout the child's development are diametrically opposed to the concept of developmental reading.

Value of a Reading Center

In a school system fortunate enough to have the services of a reading specialist, a reading consultant, or a reading coordinator, the reading center becomes the focal point from which the improvement of reading instruction emanates. Here is the center where materials may be selected for use in reading classes, developmental, supplementary, remedial; where the kind of testing to be done is determined and approved; where coordination with services performed by the school health department, the speech department, and the guidance department occurs. Research based on measurement and experimentation is directed and coordinated here whether by individual teachers or a school as a whole. Future policies are determined in the light of these findings. Reports from test scores and experiments are made to the administration, the staff, and the parents.

The greatest contribution toward improving the reading program is brought about by in-service training of the staff by such means as supervision, demonstration, visitation, and the organization and coordinating of reading instruction. When groups of teachers can be brought together in the atmosphere of the reading center, the purpose of the meeting plainly outlined, demonstrations or procedures planned to give definite help to teachers, the reading center is most effective. (The *place* is not the important factor, but it is the feeling that help or consultation will be forthcoming and "here is the *place* to find out," that makes the reading center important.)

The reading center probably will be separated from clinics for children with emotional problems, health problems, reading and other learning disabilities. After special diagnosis has been made and therapy suggested, the reading center should be equipped to handle the remedial measures suggested.

The reading center may also serve the student for whom the developmental reading program has proved not wholly satisfactory. Meetings to discuss procedures and demonstration lessons to develop word study and comprehension skills give teachers an understanding of what can be accomplished through remedial reading instruction. For additional help, reference is made to *Curriculum Guide in Reading, Remedial*

Reading Grades 3-12, published by the Indiana Office of the State Superintendent of Public Instruction, 1969.

Role of the Teacher in Testing

Evaluation is integral to the success of the program. A continuing process of evaluation produces a reading program open to new ideas without reckless discard of established practices. The teacher and pupil discussing strengths and weaknesses together resolve problems which affect the student's reading progress. Formal and informal procedures are used in collecting evidence of progress.

1. Discussion with the child and observation of his reading habits (Quick notes on cards help the teacher's memory.)
2. Anecdotal records
3. Check lists and class analysis
4. Tests (teacher made, class made)
5. Standardized tests of general reading ability[1]
6. Tests of specific skills pinpoint strengths and weaknesses and act as guidelines for future planning
7. Informal inventories provide valuable information concerning individual problems
8. Conferences between
    Student and teacher
    Parent and teacher
    Teacher and reading consultant
    Teacher and administrator
    Combination of above groups

New Ideas and Research

The results of educational research continue to pour forth from colleges and universities around the nation as well as from secondary and elementary schools, both public and private. Some industries are conducting research projects which will have an impact upon classroom pedagogy. These multitudinous endeavors are being financed through various sources. Some, of course, are financed privately as when an educator embarks on a project in connection with an advanced degree. Other research projects are undertaken by institutions; each year more research is being underwritten either by the federal government or by philanthropic foundations.

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[1] See Tests, Appendix C.

The results of this research is widely reported. The well-trained educator is aware of the professional journals and the listings reported in *Education Index.* The layman is informed through various newspapers and magazines.

The urgency for educational research grows to meet the need of improving instruction for ever-increasing numbers of children. Action research by the classroom teacher is needed. Certain guidelines must be observed.

1. State procedures clearly so they may be repeated at another time or by another researcher.
2. Identify the controlled variables.
3. Draw generalizations supported by the data.

The application of research evidence depends upon the teacher, the administration, and the "climate for teaching."

The proper use of new materials and ideas can produce improvement in the reading program. "New materials and ideas" means materials and ideas which are different from those used in traditional approaches to reading. These materials and ideas may include a completely new program of reading or involve only a portion of the total reading program. New ways of teaching reading will be more successful if steps are taken to insure that administrative personnel, teachers, students, and parents share, to the greatest extent possible, the setting of basic goals and the formulation of plans for achieving those goals.

Seven stages characterize the process of change.

Awareness

1. School personnel recognizes the need for change.
2. Administrators and teachers acknowledge the possibility of a variety of approaches in reaching goals.
3. Problems are defined.

Interest

1. Interest results from the desire to find ways to meet the needs recognized.
2. Creativity asks the question, "How can the job be done better?"
3. Educators seek information about new ideas.
4. Administrators and teachers join in in-service training

for the study of new ideas and for instruction in the use of new materials.

5. Interested school personnel visit schools which have programs embodying new approaches.

Selection

1. Activities and materials are selected in answer to questions.
   Is the activity pertinent to the problem?
   Does it help to solve the problem better than the traditional approach?
   Will these materials further the goals selected?
2. Goals for the local program are chosen.
3. Similar programs in other schools are studied critically and comparisons made.

Plan of Action

1. A written outline stating philosophy, objectives and proposed procedures and materials is presented for administrative approval and acceptance by teachers involved.
2. Experimental and control groups are determined.
3. Student, parent, and community cooperation is fostered.
4. Approval and cooperation may be achieved through orientation programs—motion pictures, conferences with interested groups, and discussions led by professional specialists.

Trial

1. Awareness and interest are translated into action, inspired by creativity, and safeguarded by evaluation.
2. Pilot programs and control groups are set up. Careful records are kept for comparison.
3. Familiar materials are used as they pertain to the problem at hand:
   Newspapers and magazines
   Library books
   Basal readers
   Phonetic materials
   Charts, picture material
   Slides, filmstrips, motion pictures
   Other audio-visual aids

4. New materials become a part of the classroom activities:
    Graded materials to meet individual needs
    Programed materials
    Tachistoscopic materials for word study
    Tape recordings
5. New materials in new situations have a special place in the reading program. These include mechanical devices with specific practice procedures to fit the device:
    Controlled Reader
    Pacing devices (individual)
    Reading films
    Tachistoscopic devices
    Tape recordings for listen-read practices

Evaluation

Evaluation provides the discipline that protects creativity from recklessness. Evaluation results in a revised plan of activities that better fulfills the needs of the participants.

1. Makes use of standardized tests in both control and experimental groups
2. Results are compared between control and experimental groups
3. Pertinent information is considered in discussion groups
4. Evaluation data is used to determine future plans

Adoption

1. Final acceptance of the new ideas and materials goes through the same channels as the original plan of action.
    Administrative approval
    Acceptance by teachers involved
    Cooperative attitudes on the part of students, parents, and community.
2. A gradual implementation of new approaches that have proved effective in promoting the goals established for the program and in fulfilling the needs that prompted the desire for change takes place.

Improvement of Reading Through Use of Professional Organizations

In this age of complexity cooperative organizations such as the International Reading Association are clearing houses for organizing new facts and integrating them with our previous heritage.

No one teacher can investigate all the trends and new research in reading without the aid of teachers of similar interests.

The International Reading Association collects, evaluates, and disseminates information on research in a manner that enables the classroom teacher to view the reading field as a whole and provides sufficient data to pursue an area of interest in depth. This material is pulished in the journals of the association which are *The Reading Teacher* and the *Journal of Reading*. Other publications of the IRA include *Reading Aids, Perspectives in Reading, Convention Proceedings,* and the *Reading Research Quarterly.*

The International Reading Association has a national convention during the first week of May. This conference is moved geographically each year in order to benefit more teachers and is able to procure the outstanding men and women in the field of reading as speakers. Classroom teachers have opportunity to hear and to see the authors of the texts they teach.

At such a conference, publishers and manufacturers of reading tools prepare an exhibit bringing many reading materials together for comparison. Bibliographies are frequently available.

At the same time, school systems report methods used to stimulate growth in reading. Schools can thus learn from one another.

At the state level similar conferences are held to promote growth of the reading program within the state and to establish acceptable minimum standards within the state. Such meetings help schools escape provincialism and become more professional.

By such sharing the problems or areas that need study are identified. The IRA encourages and underwrites some research and publishes the results of the study.

The involvement of many people with a mutual interest in reading generates enthusiasm that stimulates the individual teacher to personal study.

The local IRA should strive to close the gap between what needs to be done in reading and what is currently being done. Through speakers, through guidelines, and through mutual effort the local organization should strive for the solution of problems.

The fellowship is also important. Those who love to read like the company of other readers. Whether the teacher enjoys Sherlock Holmes or Proust, he enjoys sharing a written phrase and moving in the company of his fellows.

How Parents Can Help

Our democratic philosophy holds that the individual is important. Cooperation between school and home is a demonstration of the democratic ideal. The school and the home have a duty to help children become increasingly effective persons in the give-and-take of citizenship.

Parents are also educators. This emphasizes the importance of working together in cooperation. Only as parents and teachers agree on their aims for children can the best education be provided for children. Understanding and cooperation are keynotes for superior educational achievement, and the health and happiness of the children being taught are more nearly insured. Because much of the success of a reading program is dependent upon the attitude of the home, it behooves the school to foster a cooperative attitude.

When parents show an interest in reading activities and encourage the child to do his best, it is usually reflected in the classroom performance of the pupil. From the home the child should learn to regard reading as a privilege. With proper parental attitude the child will be encouraged to attend regularly, for the parent recognizes the handicaps caused by excessive absences. From positive home attitudes a child will learn a respect for reading methods presented by the teacher and will support the methods for improvement suggested by the teacher.

In an effective reading program parents should be encouraged to provide home support in the following ways:

1. Insure that the child is in the best possible physical condition by having regular physical check-ups. Notice signs of tension, restlessness, hyperactivity, nervousness, fatigue, lack of energy, frequent colds, listlessness, inattention, any of which may contribute in some degree to reading problems. Provide for eye examinations, especially if there is evidence of frowning, improper posture while reading, watery eyes, red or granulated lids, or blinking. Check for a hearing problem if the child has frequent colds and earaches and often asks for repeated conversation. Children with infected tonsils or teeth, having excessive allergic symptoms, or suffering from after-effects of childhood diseases may have educational problems.

2. Provide for continued good physical health by supervising a well-balanced diet and encouraging exercise, fresh air, and sufficient sleep and relaxation.

3. Keep him in school regularly. When absence is unavoidable, cooperate in helping the child to catch-up.

4. Plan enjoyable occasions together away from home to enlarge the world of experience and increase vocabulary.

5. Provide books of particular interest to the child at his own reading level. Encourage building a functional home library with books of his very own, including books of fiction, fact, and biography. Give him a place to keep them in which he can take pride. Help in developing good judgment in selecting reading material. Notice differences in quality of art work, paper, print, and the language. Help in discriminating between poor and good content and exaggerated, unreal portrayals. Tactful suggestions help develop an appreciation of good literature. Accept comic books if they foster interest in reading but seek to elevate choice of reading material.

6. Visit the library together. Develop pride in the ownership of a library card. Encourage frequent use of library materials.

7. Read in the presence of the child to show him the enjoyment obtained from books. Whenever possible associate the child's interests with books. For a pre-school child be ready with answers to questions but do not take a book at this point and teach him the words.

8. Encourage self-reliance. Give responsibility appropriate to age level. Do not smother with detailed directions and criticism; rather be gracious with praise whenever possible.

Help the child to learn to work in harmony with children of his own age. Develop in him a confidence to approach new learning situations without fear.

9. Help the child to learn to express his own ideas and help him to learn to listen and evaluate the ideas of others.

10. Help the child to learn from his mistakes as well as his accomplishments. Teach him to explore his own capacities for learning and doing. Give him considerate encouragement when he fails. A supportive home atmosphere permits a child to turn away from failure and give full energy to improvement. Do not require unrealistic attainment.

11. In the early stages of reading, provide opportunity for reading printed material in everyday situations, such as food containers, street signs, commercial signs. In more advanced stages of beginning reading, encourage the reading of instructions on toys and directions for games. Play vocabulary games together, such as naming quiet words, mechanical words, feeling words, seeing words, etc.

12. Set aside a time each day for discussing something related to reading. For the pre-school child and early primary age child a nightly bedtime story should be planned. Let it be a listening and talking time where parents and children share thoughts about a story or poem. For older readers make reading material a topic for mealtime conversations. Post interesting magazine clippings and newspaper articles in the home for all of the family to read.

13. Formulate plans with the child for an appropriate place and time for homework. Provide quiet, peaceful evenings, eliminating distracting influences.

14. Plan a balanced program of recreation, active and less active. Active exercise, such as jumping rope, kick ball, bicycle riding should follow concentrated classroom activity. Determine with the child's help a reasonable amount of television viewing so that needed exercise and needed reading are not prohibited.

15. Schedules should not be so filled with after school activities and jobs that there is no time left for reading. Interesting books available at the proper times will alleviate disappointment when other activities are curtailed.

16. Continue a shared reading time even when reading skills are satisfactory. Make a "big moment" out of a reading

time. Occasionally choose topics that challenge and expand interest and imagination.

17. Reading difficulties can be minimized by praising good expression and good reading habits. Emphasize a positive approach to reading to overcome attitudes of failure. Encourage concentration, comprehension, and application.

18. In the middle grades, foster reading that develops practice in skimming as well as careful reading and intensive reading. Teach child to look for answers to questions.

19. Help the child to find topics in paragraphs and to make a preliminary survey of entire assignment before comprehensive reading. Notice title, section heading, main topics. Complete reading with a summary with the book closed.

20. Encourage child to pronounce and use new words correctly. Introduce new words into vocabulary by using them in his presence.

21. Encourage the use of reference books and resource books, encyclopedias, dictionaries, and the index of a book.

22. When the child seeks help, supply missing vocabulary or missing information, but do not discourage by turning it into a class in word-recognition techniques. Listen with interest.

23. Avoid treating a reading problem as if it were a discipline problem. A child with a problem needs sympathy, kindness, and understanding. He needs encouragement, not reproaches. Avoid irritation or disgust. Use caution in discussing the problem to avoid embarrassment. Avoid force, shame, or countering with overindulgence.

"Helpful Tips" for Parents:

1. Read to the child.
2. Show interest in him and what he reads.
3. Give your undivided attention to his reading. Be a good listener.
4. Urge him to read as he would talk.
5. Take him to the library often.
6. Surround him with good reading materials.
7. Tell him you'll enjoy a story if he cares to read to you.
8. Relax, look happy, praise at every opportunity.
9. Provide an audience of younger brothers or sisters if possible.

10. Provide a picture dictionary. A child enjoys and learns many things from a picture dictionary.
11. Set an example by enjoying books yourself.
12. Buy books for his very own that are in the area of his interests.
13. Take excursions and trips and discuss them with him.
14. Avoid pointing out errors or making interruptions.
15. Avoid comparison with other family members or other children.
16. Avoid overstressing shortcomings.

Appendix A

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Appendix B

Materials and Equipment

I. Basal Reading Series

Publisher	*Title*	*Reading Level*
Allyn and Bacon	The Sheldon Basic Reading Series	R-8
American Book Company	The Betts Basic Readers	R-6
	Worlds of Adventure	7-8
Ginn and Company	The Ginn Basic Readers	R-8
Harcourt, Brace, and World	Adventures in Literature Series	7-8
	Companion Series: Adventures in Literature	5-8
Harper and Row	Basic Reading Program	R-6
D. C. Heath	Reading for Interest Series	R-6
Holt, Rinehart, and Winston	The Winston Basic Readers	R-6
	Easy Growth in Reading Series	R-6
Houghton-Mifflin	Reading for Enjoyment	7-8
	Reading for Meaning Series	R-6
Lippincott	Basic Reading	R-8
Lyons and Carnahan	The Developmental Reading Series	R-8
The Macmillan Co.	The Macmillan Reading Program	R-6
Scott, Foresman	American Roads	7-8
	Scott-Foresman Basic Readers	R-8
Singer	Prose and Poetry	7-8
	II. Co-Basal Reading Series	
Allyn and Bacon	The Quinlan Basic Readers	R-3
American Book Co.	Golden Rule Series	1-8
Bobbs-Merrill	Best of Children's Literature	1-6
	Reading for Living and Today Series	R-6
D. C. Heath	Reading Caravan	1-6
Laidlaw Brothers	Gateways to Reading Treasures	P-6

Publisher	*Title*	*Reading Level*
Lyons and Carnahan	Curriculum Enrichment Series	P-6
	Curriculum Motivation Series	1-6
McCormick-Mathers	Challenge Readers	1-6
Charles E. Merrill	Treasury of Literature Readers	1-6
Silver Burdett	Learning to Read Series	1-6
Singer	Pratt-Meighen and Golden Road to Reading Series	P-6

III. Other Reading Series

Follett	City Schools Reading Program	1-3
Harper and Row	Linguistic Readers	1
D. C. Heath	Miami Linguistic Readers	1-2
Initial Teaching Alphabet Publications, Inc.	Early-to-Read Series	1-2
Macmillan	Bank Street Readers	1-3
McGraw-Hill	Programmed Reading	1-2
Charles E. Merrill	Merrill Linguistic Readers	1-3
Science Research Associates	Basic Reading Series	1-2

IV. Workbooks, Skillbooks, Games and Kits

Publisher	*Title*	*Reading Level*	*Interest Level*
Barnell Loft, Ltd.	Using the Context, Books A-F (Six in Series)	1-6	1-12
	Working with Sounds, Books A-D (Four in Series)	1-4	1-12
	Getting the Facts, Books A-D (Four in Series)	1-4	1-12
	Locating the Answer, Books A-D (Four in Series)	1-4	1-12
	Following Directions, Books A-D (Four in Series)	1-4	1-12
Bobbs-Merrill	Developing Reading Text-Workbooks	1-6	1-9
Bremner-Davis	The Sound Way to Easy Reading—School Edition (Phonics Records)		1-12
Bureau of Publications	McCall-Crabbs Standard Test Lessons in Reading, Books A-E (Five in Series)	3-12	3-12
	Gates-Peardon Reading Exercises		
	Introductory Level A and B	2	2-12
	Preparatory Level A and B	3	3-12
	Elementary SA, RD, FD	4	4-12
	Intermediate SA, RD, FD (Ten in Series)	5	4-12
Continental Press	Books for Liquid Duplicators	1-8	1-8

Publisher	*Title*	*Reading Level*	*Interest Level*
Educational Developmental Laboratories	EDL Study Skills (3 boxes for each grade level and each content area)	4-9	4-10
Garrard Press	Group Word Teaching Game	2-3	2-12
	Basic Sight Cards	1-2	1-12
	Sight Phrase Cards	1-2	1-12
	Picture Word Cards	1-2	1-12
	Popper Words, Sets 1 and 2	1	1-12
	Take (Game matching beginning, middle, and ending sounds)		2-12
	The Syllable Game	4	4-12
	Group Sounding Game		3-8
	Consonant Lotto	1	1-8
	Vowel Lotto	2	2-8
	What the Letters Say	1	1-8
	My Puzzle Books 1 and 2	1	1-8
Ginn and Company	Word Study Charts	1-4	1-8
C. S. Hammond	My First, Second, Third, Fourth Phonogram Books	1	1-6
	Hammond's Phonics Charts	1-4	1-8
	Words Are Important Series	7-12	7-12
Harcourt, Brace, and World	Word Analysis Practice, Level A-C	4-6	4-12
	Speech-to-Print Phonics (223 applied phonics practice cards)		3-12
	Word Attack	4-6	7-12
Judy Company	Judy Alphabets, Flannel Boards	1-3	1-8
Laidlaw Brothers	Study Exercises for Developing Reading Skills		4-12
Learning Materials, Inc.	Words in Color	2-4	2-12
J. B. Lippincott	Reading for Meaning, Books 4-12 (Nine in Series)	4-12	4-12
Lyons and Carnahan	Phonics We Use, Books A-H (Eight in Series)	1-8	1-9
Macmillan Company	Word Analysis, Level 1-6 (Six in Series)	1-6	4-12
	Vocabulary Development, Levels 1-6	2-8	4-12
	Comprehension, Levels 1-6 (Six in Series)	3-8	4-12
McCormick-Mathers	Building Reading Skills	1-6	1-9
McGraw-Hill (Webster Division)	Webster Word Wheels (Prefixes, Suffixes, Blends)		4-12
	Word Analysis Charts (set of six charts)		3-12

Publisher	*Title*	*Reading Level*	*Interest Level*
	Practice Readers, Books 1-4 (Four in Series)	3-7	3-12
	New Practice Readers, Books A-G	2-8	2-12
	Eye and Ear Fun, Books 1-4	1-4	1-8
	Conquests in Reading	4	4-8
	Webster Classroom Reading Clinic (Material for 10-20 children)	1-3	4-9
Charles E. Merrill	Reading Skilltexts (Six in Series)	1-6	1-9
	New Phonics Skilltext, Books A-D (Four in Series)	1-5	1-8
	Diagnostic Reading Workbook Series (Six in Series)	1-6	1-8
	Building Reading Power (Kit of programmed materials)	5+	5-12
	Spirit Duplicating Books	1-6	1-6
Phonovisual Products, Inc.	Phonic Rummy Games, A-D	2-3	2-12
Prentice-Hall	Be a Better Reader, Books 1-6 (Six in Series)	7-12	7-12
Reader's Digest Services	Reading Skill Builder, Book 1, Parts 1-2	1-2	1-6
	Reading Skill Builder, Book 2, Parts 1-2-3	2	2-12
	Reading Skill Builder, Book 3, Parts 1-2-3	3	3-12
	Reading Skill Builder, Book 4, Parts 1-2-3	4	4-12
	Reading Skill Builder, Book 5, Parts 1-2-3	5	5-12
	Reading Skill Builder, Book 6, Parts 1-2-3	6	6-12
	Advanced Reading Skill Builder, Books 1-2-3-4	7-8	7-12
	Help Yourself to Improve Your Reading, Parts 1 and 2	7-9	7-12
Remedial Education Center	Go Fish, Set 1 (A game using initial consonants)		3-12
	Go Fish, Set 2 (A game using blends)		3-12
Scholastic Book Services	Scholastic Literature Units (12 units)	6-12	6-12
Science Research Associates	Reading Laboratory IIa, IIb, IIc	2-9	4-12
	Reading Laboratory IIIa (1964)	3-11	7-12

Publisher	*Title*	*Reading Level*	*Interest Level*
	Reading Laboratory IIIb	5-12	8-12
	Reading for Understanding, Junior Edition (Kit with 400 practice cards)	3-8	3-12
	Better Reading Book 1, 2	5-8	7-12
	Pilot Library IIa, c. IIIb	2-12	4-12
Scott-Foresman	Basic Reading Skills for Junior High School Use		7-9
	Linguistic Block Series	R-3	1-4
Steck-Vaughn	Fun Time Reading Essential Series	1-8	1-10
	Phono Wheels (Initial sounds, prefixes and suffixes, 5 in set)	1-6	1-12
	Phrase-O Game, Set A (208 different phrases are featured)	2-3	2-12
H. M. Ward Company	Hays Liquid Duplicating Workbooks	1-6	1-6

V. Mechanical Devices

Tachistoscopes

1. AVR Eye-Span Trainer, Audio-Visual Research
2. AVR Flash-Tachment, Audio-Visual Research
3. EDL Flash-X, Educational Developmental Laboratories—for Individual Work, Grades 1-12
4. EDL Tach-X Tachistoscope, Educational Developmental Laboratories
5. Electro-Tach, Lafayette Instrument Company
6. Tachistoscope, Lafayette Instrument Company

Accelerating Devices

1. AVR Reading Rateometer, Audio-Visual Research—for Individual Work
2. Controlled Reader, Educational Developmental Laboratories—for Group Work, Grades 1-12
3. Craig Reader, Craig Research, Inc.
4. EDL Controlled Reader Junior, Educational Developmental Laboratories
5. Keystone Reading Pacer, Keystone View Company
6. PDL Perceptoscope, Perceptual Development Laboratories
7. Readomatic Pacer, Americana Interstate Corporation
8. Shadowscope Reading Pacer, Psychotechnics, Inc.—for Individual Work
9. SRA Reading Accelerator, Science Research Associates—for Individual Work
10. Tachomatic, Psychotechnics, Inc.

VI. Series of Books Suitable for Reluctant Readers for Recreational Reading

Title	*Publisher*	*Reading Level*	*Interest Level*
The Aladdin Books	American Publishing Company	3-4	1-12
All About Books	Random House	3-4	5-12
American Adventure Series	Wheeler	2-6	3-12
Aviation Series	Macmillan	1-3	1-6
Basic Vocabulary Series	Garrard	2	1-7
Beginning Science Series	Follett	2	1-7
Buttons Series	Benefic Press	1-3	1-3
Childhood of Famous Americans	Bobbs-Merrill	4-5	3-12
Cowboy Sam Series	Benefic Press	1-3	1-8
Dan Frontier Series	Benefic Press	1-3	1-12
Deep Sea Adventure Series	Harr Wagner	1-4	6-12
DeVault Book Series	Steck Company	3-7	3-10
Discovery Series	Garrard	3	2-5
Dolch Pleasure Reading Series	Garrard	1-4	1-8
Easy Reading Series	Houghton Mifflin	1-8	1-10
Easy Reading Series	Scott-Foresman	4-6	4-12
Every-Reader Series; Junior Every-Reader Series	McGraw-Hill	4-5	3-12
First Reading Series	Garrard	1	1-4
Folklore of the World Series	Garrard	3	2-8
Frontiers of America Series	Children's Press	3-6	3-8
Interesting Reading Series	Follett	2-3	6-12
Jerry Series	Benefic Press	1-3	1-6
Jim Forest Series	Harr Wagner	1-3	1-6
Junior Library Series	Morrow	3-5	4-12
Junior Science Series	Garrard	3	2-5
Landmark Books	Random House	4-5	3-12
Lives to Remember Series	G. P. Putnam	3-8	3-12
Morgan Bay Mystery Series	Harr Wagner	1-3	6-12
Peter Series	Benefic Press	1-3	1-6
Pleasure Reading Series	Garrard	3	3-8
Reading for Fun Series	Scott-Foresman	3-4	3-9
Sailor Jack Series	Benefic Press	1-3	1-6
Signal Books	Doubleday	4	6-12
Simplified Classics	Scott-Foresman	4-6	4-12
Teen-Age Tales Series	D. C. Heath	3-5	7-12
True Books	Children's Press	2-3	1-8
Way of Life Series	Row-Peterson	5-6	5-12
We Were There Series	Grosset and Dunlap	4-5	4-12
What Is Series	Benefic Press	1-4	1-8
World Explorers Series	Garrard	3-5	4-12
World Landmark Books	Random House	4-5	4-12
World of Adventure Series	Benefic Press	2-5	2-12

VII. Magazines

American Girl. Grades 5-8. Girl Scouts, Inc.
Boy's Life. Grades 5-9. Boy Scouts of America, Inc.
Calling All Girls. Grades 3-9. Better Reading Foundation, Inc.
Child Life. Grades 3-6. Child Life.
Children's Activities. Grades 3-6. Child Training Association.
Children's Digest. Grades 3-7. Better Reading Foundation, Inc.
Co-Ed. Grades 7-12. Scholastic Book Services.
Current Events. Grades 6-8. American Education Publications.
Every Week. Grades 8-10. American Education Publications.
Highlights for Children. Grades K-7. Highlights for Children, Inc.
Hot Rod. Grades 6-12. Trend, Inc.
Jack and Jill. Grades 1-7. Curtis Publishing Company.
Junior Scholastic. Grades 6-8. Scholastic Book Services.
Mechanics Illustrated. Grades 6-12. Fawcett Publications, Inc.
My Weekly Reader. Grades 1-6. American Education Publications.
News Trails. Grade 3. Scholastic Book Services.
News Pilot. Grade 1. Scholastic Book Services.
News Ranger. Grade 2. Scholastic Book Services.
Newstime. Grades 5-6. Scholastic Book Services.
News Trails. Grade 3. Scholastic Book Services.
Outdoor Life. Grades 7-9. Popular Science Publishing Company.
Popular Mechanics. Grades 6-12. Popular Mechanics Company.
Popular Science. Grades 6-12. Popular Mechanics Company.
Read. Grades 7-12. American Education Publications.
Scope. Grades 9-12. (Written at 4-6 level). Scholastic Book Services.

VIII. Book Clubs for Children

Arrow Book Club. Grades 4-6. Scholastic Book Services.
Junior Literary Guild. Grades K-8. Doubleday and Company.
Lucky Book Club. Grades 2-3. Scholastic Book Services.
Parents' Magazine Book Club for Children. Grades 2-8. Parents' Magazine.
Teen Age Book Club. Grades 7-9. Scholastic Book Services.
Young Folks Book Club. Grades K-6. Young Folks Book Club.
Weekly Reader Children's Book Club. Ages 5-8. Grades K-3. Ages 8-12. Grades 3-7. Charles E. Merrill.
Young Readers of America. Grades 4-12. Young Readers of America.

IX. Lists of Books for Recreational Reading

Allen, Patricia H., *Best Books for Children*, R. R. Bowker Company, 1966.
American Library Association, *Aids in Selecting Books for Slow Readers*, American Library Association, Chicago, 1964.
American Library Association, *Basic Book Collection for Elementary Grades*, American Library Association, Chicago, 1960.
American Library Association, *Subject and Title Index to Short Stories for Children*, American Library Association, Chicago, 1955.
Arbuthnot, Mary Hill, et al., *Children's Books Too Good to Miss*, Western Reserve University Press.
Books for Slow Readers, Holiday House.

Bureau of Independent Publishers and Distributors, *The Paperback Goes to School,* Bureau of Independent Publishers and Distributors, 10 East 40th Street, New York, 16, N. Y., 1966.

Crosby, Muriel, *Reading Ladders for Human Relations,* American Council on Education, 1963.

Fry, Edward and Johnson, Warren, "Books for Remedial Reading," *Elementary English* 35:373-379, October, 1958.

Gaver, Mary V., *The Elementary School Library Collection,* Bro-Dart, Foundation, 1965.

Heagy, Dorothy and Amato, Anthony, "Everyone Can Learn to Enjoy Reading," *Elementary English* 35:464-468, November, 1958.

Huus, Helen, *Children's Books to Enrich the Social Studies,* National Council for the Social Studies, 1961.

Roswell, Florence G., and Chall, Jeanne S., *Selected Materials for Children with Reading Disabilities,* The City College and Educational Clinic, Remedial Reading Service, New York, New York, 10031, 1959.

Spache, George D., *Good Reading for Poor Readers,* Garrard Press, Champaign, Illinois, 1966.

Strang, Ruth; Phelps, Ethlyne; and Withrow, Dorothy, *Gateways to Readable Books; and annotated graded list of books in many fields for adolescents who find reading difficult,* H. W. Wilson Co., New York, 1958.

Sullivan, Helen Blair, and Tolman, Lorraine E., "High Interest-Low Vocabulary Reading Materials; A Selected Booklist," *Journal of Education* 139:1-132, December, 1956.

West, Dorothy H. and Shor, Rachel, *Children's Catalog,* H. W. Wilson Company, 1961.

X. Filmstrips

Advanced Reading Skills, Eye Gate House, Inc., series of 10, b & w. Reading Level: 4-6, Interest Level: 4-8.

Basic Primary Phonics, Society for Visual Education, series of 18, color. Reading Level: 1-3, Interest Level: 1-4.

Basic Reading Series, J. B. Lippincott, set of 33, phonics, structural analysis, and vocabulary, color. Reading Level: 1-3, Interest Level: 1-6.

Controlled Reader Films, Educational Developmental Laboratories, Inc., 1953, 221 different filmstrips for grades K-12 to be used in the Controlled Reader.

Coronet Films, Coronet Films, Inc., 14 filmstrips for primary to Junior High.

Fundamentals of Reading, Eye Gate House, Inc., 1955, set of 9, color. Reading Level: 1-4, Interest Level: 1-9.

Goals in Spelling, Webster Publishing Company, 1956, set of 6, color. Reading Level: 4-6, Interest Level: 4-12.

Instant Words, Learning Through Seeing, 1957, two sets of 12 for use with a tachistoscope, b & w. Reading Level: 1-6, Interest Level: 1-12.

Learning Letter Sounds, Houghton Mifflin Co., set of 22, color. Reading Level: 1-3, Interest Level: 1-9.

Learning to Study, The Jam Handy Organization, 1952, set of 7, color, and b & w. Reading Level: 7-12, Interest Level: 7-12.

PAR Flash Films, Programs for Achievement in Reading, 1960, set of 5 for use with a tachistoscope, b & w. Reading Level: 7-12, Interest Level: 7-12.

Phonetic Analysis—Consonants, Pacific Productions, Inc., 1960, set of 4, color. Reading Level: 1-4, Interest Level: 1-8.

Phonetic Analysis—Vowels, Pacific Productions, Inc., 1959, set of 7, color. Reading Level: 1-3, Interest Level: 1-9.

Phonics: A Key to Better Reading, Society for Visual Education, set of 6, phonics, color. Reading Level: 3-4, Interest Level: 3-7.

Primary Concepts, Eye Gate House, Inc., series of 10, b & w. Reading Level: 1-3, Interest Level: 1-4.

Readiness Second and Third Reader Textfilms, Row, Peterson and Co., set of 5 at second level and set of 3 at third level, b & w. Reading Level: 2-3, Interest Level: 2-8.

Reading for Fun, Eye Gate House, Inc., series of 9, b & w. Reading Level: 1-3, Interest Level: 1-3.

Reading for Understanding, Pacific Productions, Inc., 1960, set of 5, color. Reading Level: 4-8, Interest Level: 4-12.

Reading Readiness, Encyclopedia Britannica Films, series of 9, color. Readiness Level.

School Skills for Today and Tomorrow, Society for Visual Education, series of 6, color. Reading Level: 7-8, Interest Level: 7-12.

Seeing Skills, Learning Through Seeing, 1959, two sets of 12, b & w. Reading Level: 1-6, Interest Level: 1-12.

Sounds We Use, Ginn and Co., set of 12, color. Reading Level: 1-3, Interest Level: 1-8.

Structural Analysis, Pacific Productions, Inc., 1960, set of 11, color. Reading Level: 4-9, Interest Level: 4-12.

Third Grade Textfilms, Society for Visual Education, set of 3, phonics, b & w. Reading Level: 3, Interest Level: 3-7.

Using a Dictionary, Webster Publishing Co., 1960, 1 filmstrip, color. Reading Level: 4-6, Interest Level: 4-9.

Walt Disney's Reading Readiness/Communications Skills Kit, Encyclopedia Britannica Films, series of 8 filmstrips, color, records, and books. Readiness Level.

What I Can Find in the Encyclopedia, Visual Education Consultants, 1 filmstrip, b & w. Reading Level: 4-6, Interest Level: 4-12.

What's The Word, Houghton-Mifflin, set of 12 contextual, phonic and structural analysis. Reading Level: 4-6, Interest: 4-12.

Word Groups, Society for Visual Education, set of 4, phrases and sentences for tachistoscopic training, b & w. Reading Level: 1-6, Interest Level: 1-12.

Words, Society for Visual Education, set of 6, words with one to eight letters for tachistoscopic training, b & w. Reading Level: 1-6, Interest Level: 1-12.

Words: Their Origin, Use, and Spelling, Society for Visual Education, set of 6, color. Reading Level: 6-8, Interest Level: 6-12.

Your Dictionary and How to Use It, Society for Visual Education, set of 6, color. Reading Level: 4-6, Interest Level: 4-9.

Appendix C

Selected Tests

I. Reading Readiness Tests

Test	*Publisher*	*Comment*
American School Reading Readiness Test	Public School Publishing Co.	Vocabulary, visual discrimination, word recognition, following directions, memory for geometric forms.
Diagnostic Reading Tests: Reading Readiness	Committee on Diagnostic Reading Tests, Inc.	Relationships, co-ordination, visual discrimination, vocabulary.
Gates Reading Readiness Tests	Bureau of Publications, Columbia University	Picture directions, word matching, rhyming, letters, and numbers.
Harrison - Stroud Reading Readiness Profiles	Houghton-Mifflin	Auditory and visual discrimination, context, letters.
Lee-Clark Reading Readiness Tests	California Test Bureau	Letter symbols, concepts, and word symbols.
Metropolitan Readiness Tests	Harcourt, Brace, and World	Auditory and visual discrimination, numbers, and drawing.

II. Standardized Survey Reading Tests

American School Achievement Tests	Public School Publishing Co.	Paragraph meaning and vocabulary, grade 8.
California Reading Test Triggs and Clark	California Test Bureau	Vocabulary, recognition, subject matter, comprehension, reference skills, grades 1-8.
The Developmental Reading Tests Bond, Clymer, and Hoyt	Lyons and Carnahan	Vocabulary, comprehension, evaluation, organizing and appreciation, grades 1-6.
Gates Basic Reading Tests Arthur I. Gates	Bureau of Publications	Reading to appreciate general significance, predict outcomes, understand directions and note details, grades 1-6.
Gates Reading Survey	Bureau of Publications	Rate, vocabulary, and comprehension, grades 3-10.
Iowa Silent Readnig Tests Greene and others	Harcourt, Brace, and World	Rate, comprehension, location of materials, grades 4-8.

Test	*Publisher*	*Comment*
Iowa Every-Pupil Tests of Basic Skills Lindquist & Hieronymus	Houghton-Mifflin	Vocabulary comprehension, language skills, work-study skills, and arithmetic skills, grades 3-9.
Metropolitan Achievement Tests: Reading	Harcourt, Brace, and World	Paragraph comprehension, and vocabulary, grades 1-8.
Nelson Silent Reading Test	Houghton-Mifflin	Vocabulary and comprehension, grades 3-9.
SRA Achievement Series: Reading	Science Research Associates	Comprehension, vocabulary, and work-study skills, grades 1-9.
Stanford Achievement Test Kelley, Madden, Gardner, and Reedman	Harcourt, Brace, and World	Paragraph and word meanings, language arithmetic, social studies, and sciences, grades 2-9.

III. Standard Word Analysis Skills Tests

The Basic Sight Word Test Edward M. Dolch	Garrard Press	Recognition of 220 basic words (nouns excluded).
California Phonics Survey	California Test Bureau	Vowels, consonants, reversals, sight words.
Doren Diagnostic Reading Test of Word Recognition Skills	American Guidance Service, Inc.	Letter and word recognition, beginning and ending sounds, blending, vowel sounds.
Gates-McKillop Reading Diagnostic Test	Bureau of Publications, Teachers College, Columbia Univ.	Word recognition, knowledge of word parts, auditory blending.
McCullough Word Analysis Tests	Ginn and Company	Designed to measure extent to which pupils of middle grades have mastered and can apply phonetic and structural analysis skills.
Phonics Knowledge Survey Durkin & Meshover	Bureau of Publications, Columbia University	
Roswell-Chall Diagnostic Reading Test of Word Analysis Skills	Essay Press, Incorporated	Tests use of consonant vowels, and syllabication.

Test	*Publisher*	*Comment*
Silent Reading Diagnostic Tests Bond, Clymer, and Hoyt	Lyons and Carnahan	Recognition and phonetic skills.

IV. Standardized Oral Reading Tests

Test	*Publisher*	*Comment*
Gilmore Oral Reading Test	World Book Company	Accuracy of oral reading, comprehension and rate of reading, grades 1-8.
The Gray Standardized Oral Reading Paragraph Test	Bobbs-Merrill, Inc.	Recently revised. Paragraphs of graduated difficulty, scores based on time and number of errors, grades 1-8.
Leavell Analytic Oral Reading Test	American Guidance Service, Inc.	Graded passages, grade score based on time and number of errors, grades 1-12.

V. Standardized Diagnostic Reading Tests

Test	*Publisher*	*Comment*
The Botel Reading Inventory	Follett Publishing Company	General inventory of reading skills.
Diagnostic Reading Tests	Science Research Associates	Word recognition, comprehension, and rate of reading.
The Durrell Analysis of Reading Difficulty	Harcourt, Brace, and World	Eight paragraphs for determining the child's level in oral and silent reading.
The Gates Diagnostic Tests	Bureau of Publications, Columbia University	Vocabulary, oral paragraphs, word recognition, and attack.
Pupil Progress Series Diagnostic Reading	Scholastic Testing Service, Inc.	Full range testing, recognition, comprehension, table of contents, index, and rate of comprehension.
The Spache Diagnostic Reading Scale	California Test Bureau	Word recognition tests and phonics tests, as well as 22 reading passages of graduated difficult.

Appendix D

Publishers' Addresses

Allyn and Bacon, Rockleigh, New Jersey 07647
American Book Company, 300 Pike St., Cincinnati, Ohio 45202
American Education Publication, 55 High St., Middletown, Connecticut 46457
American Guidance Service, Inc., Publisher's Bldg. Circle Pines, Minnesota 55014
American Publishing Company, 55 W. 42nd St., New York, N. Y.
American Interstate Company, 501 E. Lange St., Mundelein, Illinois
Audio-Visual Research, 523 S. Plymouth Ct., Chicago, Illinois 60605
Barnell Loft, Ltd., 111 S. Centre Ave., Rockville Centre, N. Y.
Benefic Press, 10300 W. Roosevelt Rd., Westchester, Illinois 60153
Better Reading Foundation, Inc., 52 Vanderbilt Ave., New York, N. Y.
Bobbs-Merrill Company, Inc., 4300 W. 62nd St., Indianapolis, Indiana 46206
Boy Scouts of America, Inc., 2 Park Ave., New York, N. Y. 10016
Bremner-Davis Phonics, Inc., 161 Green Bay Road, Wilmette, Illinois
Bureau of Publications, Teachers College, Columbia University, 525 W. 120 St., New York, N. Y. 10027
California Test Bureau, 5916 Hollywood Blvd., Los Angeles, California 90028
Central Scientific Company, 1700 Irving Park Rd., Chicago, Illinois
Child Life, 136 Federal Street, Boston, Massachusetts
Child Training Association 1018 S. Wabash Ave., Chicago, Illinois
Children's Press, 1224 W. Van Buren St., Chicago, Illinois 60607
Committee on Diagnostic Reading Tests, Inc., Mountain Home, North Carolina
Continental Press, Inc., 520 E. Bainbridge St., Elizabethtown, Pennsylvania
Coronet Films, 65 E. South Water St., Chicago, Illinois 60601
Craig Research, Inc., 3410 S. La Cienega Blvd., Los Angeles, California 90016
Croft Education Services, New London, Connecticut
Curtis Publishing Company, Independence Square, Philadelphia, Pennsylvania
Devereux Teaching Aids, Box 717, Devon, Pennsylvania
Doubleday and Company, Inc., Garden City, Long Island, N. Y. 11530
Economy Press, 5811 W. Minnesota St., Indianapolis, Indiana 46241
Educational Development Laboratories, Inc., 75 Prospect St., Huntington, N. Y.
Essay Press, Inc., Box 5, Planetarium Station, N. Y. 10024
Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, N. Y. 10036
E-Z Sort Systems, Ltd., 45 Second St., San Francisco, California
Fawcett Publications, Inc., 67 W. 44th St., New York, N. Y. 10036
Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois 60607
Garrard Press, Champaign, Illinois 61820

Ginn and Company, 450 W. Algonquin Rd., Arlington Heights, Illinois 60005
Girl Scouts, Inc., 155 E. 44th St., New York, N. Y. 10017
Grosset and Dunlap, Inc., 1107 Broadway N., New York, N. Y. 10010
C. S. Hammond & Company, Maplewood, New Jersey 07040
Harcourt, Brace, and World, 7555 Caldwell Ave., Chicago, Illinois 60648
Harper and Row, Inc., 2500 Crawford Ave., Evanston, Illinois 60201
Harr Wagner Publishing Company, 609 Mission St., San Francisco, California
D. C. Heath and Company, 2700 N. Richardt Ave, Indianapolis, Indiana 46219
Highlights for Children, Inc., 37 E. Long St., Columbus, Ohio
Holt, Rinehart, and Winston, Inc., 645 N. Michigan Ave., Chicago, Illinois 60611
Honor Products Company, 20 Moulton St., Columbus, Ohio
Houghton-Mifflin Company, Geneva, Illinois 60134
Initial Teaching Alphabet Publications, Inc., 20 E. 46th St., New York, N. Y. 10017
Institute of Educational Research, Inc., 2226 Wisconsin Ave., N.W., Washington, D. C. 20007
The Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Michigan
The Judy Company, 310 N. Second St., Minneapolis, Minnesota 55401
Keystone View Company, Meadville, Pennsylvania
Lafayette Instrument Company, Box 57, Lafayette, Indiana
Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois 60305
Learning Materials, Inc., 425 N. Michigan Ave., Chicago, Illinois 60611
Learning Through Seeing, Box 368, Sunland, California
J. B. Lippincott Company, E. Washington Square, Philadelphia, Pennsylvania 19105
Lyons and Carnahan, 407 E. 25th St., Chicago, Illinois 60616
The Macmillan Company, 539 Turtle Creek South Drive Indianapolis, Indiana 46227
McCormick-Mathers Publishing Company, Inc., P. O. Box 2212, Wichita, Kansas 67201
McGraw-Hill Book Company, Manchester Road, Manchester, Missouri 63011
Charles E. Merrill, 1300 Alum Creek Dr., Columbus, Ohio 43216
William Morrow and Company, Inc., 425 Park Ave., S., New York, N. Y. 10016
Open Court Publishing Company, LaSalle, Illinois 61301
Pacific Productions, Inc., 414 Mason St., San Francisco, California
Parents Magazine, 152 Vanderbilt Ave., New York, N. Y. 10017
Perceptual Development Labs, 6767 Southwest Ave., St. Louis, Missouri 63143
Phonovisual Products, Inc., Box 5625, Washington, D. C. 20016
Popular Mechanics Company, 1383 Madison Ave., New York, N. Y. 10017
Popular Science Publishing Company, 353 Fourth Ave., New York, N. Y.
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632
Publishers Company, 1106 Connecticut Ave., N. W. Washington, D. C.
Random House, Inc., 457 Madison Ave., New York, N. Y. 10022

Reader's Digest Services, Inc., 4115 E. Independence Dr., Indianapolis, Indiana 4622
Remedial Education Center, 1321 New Hampshire Dr., Washington, D. C.
Rural Research Institute, 500 Fifth Ave., New York, N. Y. 10036
Scholastic Book Services, 902 Sylvan Ave., Englewood Cliffs, New Jersey 07632
Science Research Associates, Inc., 259 E. Erie St., Chicago, Illinois 60611
Scott, Foresman and Company, 1900 E. Lake Ave., Glenview, Illinois 60025
Silver Burdett Company, 460 S. Northwest Hwy., Park Ridge, Illinois 60068
L. W. Singer Company, Inc., 110 River Rd., Des Plaines, Illinois 60016
Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614
Steck-Vaughn Company, P. O. Box 2028, Austin, Texas 78767
Teaching Aids Exchange, Inc., P. O. Box 1127, Modesto, California
Teaching Materials Corporation, 575 Lexington Ave., New York, N. Y.
Trend, Inc., 5959 Hollywood Blvd., Los Angeles, California
Visual Education Consultants, Inc., 2066 Helena Street, Madison, Wisconsin
H. M. Ward Company, P. O. Drawer 100, Defiance, Ohio 43512
Wheeler Publishing Company, 2500 Crawford Ave., Evanston, Illinois
World Book Company, South Broadway and Sunnyside Lane, Tarrytown, N. Y.
Young Folks Book Club, 1078 St. John's Place, Brooklyn, N. Y. 11213
Young Readers of America, 345 Hudson St., New York, N. Y. 10014

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